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ABSTRACT

This monograph advocates developing the leadership skills of gifted children and youth. Discussion centers on what leadership is, what it is not, and why it is critical for this population. The monograph addresses the following leadership development issues: why leadership education should be taught; identification of leaders; leadership development for culturally different populations; rationales and goals of leadership programs; conceptual models; instructional models; organizational options; roles for educational personnel in leadership development; and evaluation of leadership programs. (CB)

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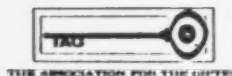
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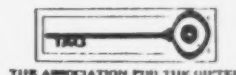
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PREFACE

For the past 50 years, the importance of leadership training as a component of programming for the gifted has been acknowledged. In her Speyer School Experiment (1935-40) Leta S. Hollingworth designed activities to teach her students the specific skills she believed they would require as leaders in their chosen fields. Leadership ability figured prominently again as one of six areas of potential giftedness delineated by the Marland Report (1972) and subsequently translated into a federal definition of gifted children and youth.

"Leadership training," as I observe programs for the gifted, seems always to be listed among the skills taught just about all gifted youngsters. Yet, generally speaking, program evaluations reveal limited, if any, student exposure to this component. Why the discrepancy? Its long history as a "must" in educating the gifted notwithstanding, leadership remains an enigma: on the one hand, we recognize our students' need for it, but, on the other, we are not really sure how to nurture it in them.

It is the mission of this monograph to provoke some timely thought about leadership--what it is, what it is not, and why it is critical for gifted children and youth. Organizational and service delivery models are presented, as are suggestions for evaluating leadership programs. Hopefully, our colleagues in gifted education will find this volume a useful resource as they attempt to translate leadership training theory into practice.

During her term as President of The Association for the Gifted (1980-1981), Dr. Frances Karnes appointed an ad hoc committee on Leadership Development in the Gifted. Linda Addison and Albert Oliver co-chaired a study of this leadership development issue and recommended possible TAG involvement. The first stage of the study was an assessment of the extent and nature of attention to leadership development throughout the nation. Through a study of the literature, personal contacts, and suggestions from the State Directors of Education for the Gifted, schools having representative programs were identified.

Twenty-three state supervisors replied to the survey that they knew of no leadership programs in their state. One reply was instructive: "Despite the fact that leadership is listed as a category in the state definition of giftedness, no local programs specifically indicate this as an area of emphasis; rather, it is incorporated into the curriculum--be it for the intellectually or artistically gifted--as a natural aspect of any program."

Another questionnaire was sent to a sample of identified schools in order to determine: (1) program rationale behind the ventures, (2) the definition and student selection process, (3) administrative arrangements used, (4) description of the actual program, and (5) evaluation procedures and results. The following year visitations were made to certain schools in 15 states.

Additional schools were contacted by letter in order to obtain individual program details. From these, a prototype of programming was developed. However, the general impression was that, in the nation as a whole, there was little systematic attention to developing leadership. Prevalent in the replies to the Committee's inquiries was the statement, "We'd like to know what and how."

Seeking to fill this program void, the Committee requested and received permission to compile their findings in a monograph under the title of "Developing Leadership Potential in Gifted Children and Youth." This publication is the result of the cooperative efforts of a number of key people.

Special appreciation is extended to Albert Oliver who worked tirelessly to coordinate the gathering of information for this monograph. Recognition should be given to two former members of the Committee, Reva Jenkins-Friedman (University of Kansas at Lawrence) and Marcia Lebeau (North Chelmsford, MA). The input from these committee members has been supplemented ably by Lois Roets (Author - New Sharon, Iowa), Eleanor Johnston (Coordinator - Keystone Area Education Agency, Dubuque, Iowa), Carole Ruth Harris (Consultant - Honolulu), and Kathleen Wills (Evaluation Research Center, University of Virginia). Special thanks are given to these people as well as to the many teachers and supervisors who submitted materials and ideas that provided the foundation for this report.

Consonant with the belief that the gifted require differentiated programs, this monograph serves as a resource to questions regarding identification, goals, learning activities, and evaluation.

Carolyn R. Cooper

CHAPTER I

WHY BE CONCERNED ABOUT LEADERSHIP EDUCATION?

William H. Foster

Schools are supposed to contribute to the creation of good citizens. Of course, other social institutions share in this responsibility. Families and communities make major contributions to the goal. Yet, the school is expected to play a substantial role in achieving this end. Much of what we do in the classroom makes sense only when understood in light of this goal.

Educators work to help students understand the basics of a representative democracy both through the didactics of the students' history and social studies courses and through practical experiences provided for them in student government and numerous extracurricular and team activities. It is not unusual to walk into an elementary or high school hallway and come upon youngsters campaigning for class offices and student body positions. Whether an individual is on the winning or losing side in such an election is not the central point of the experience. We all know that active participation in our political and organizational traditions holds both the promise of winning and of losing. The point of the experience is for the child to encounter the democratic process head on. The intent is to educate him and her to good citizenship.

Since the time of ancient Athens the idea of citizenship has implied both a responsibility for leadership and for followership. The good citizen is capable of both leading and following. At any moment the circumstance may call the follower to a position of leadership. It is the nature of a free society that all members share in the burden of governing. Neither social breeding nor religious belief preempts the individual's responsibility for citizenship.

A reaffirmation of this ancient model of participatory decision-making is, in large part, what the American Revolution was all about. Individual ability and merit replaced the arbitrary and self-serving character of European royalty as the basis for leadership. But with the rejection of such autocratic rule came the perplexing task of determining which of us was to lead and which to follow and how the whole process would be regulated.

Acquiring the rights to self-determination is of little value without also acquiring the resources of social and organizational mechanisms of government and of experienced leadership. Constructing the mechanisms of government is never easy or simple. But the task of developing a pool of experienced, informed leadership potential for our society is even more challenging. As generations mature, old, established leaders give way to new. The forms of our social organization live on in governmental bureaucracy and corporate organizations, but the individuals who lead us in the use of these social structures must be replaced over and over again.

Furnishing new leadership is problematic for a society that has no formal system of passing on the mantle of leadership, other than the processes of election and meritorious appointment. The training of individual citizens in skills and knowledge needed for a pool of leadership talent is vital to the realization of a society capable of self government in both the public and private sectors.

So the task of the school to help the larger society to develop attitudes and citizenship skills in our young people must go beyond educating them toward followership. It must include teaching all students to understand leadership and the acquiring of special attitudes and leadership skills by individuals interested in seeking and accepting a higher level of social involvement and responsibility. This task is a large and complex undertaking. As James McGregor Burns (1978) has observed:

The call for leadership is one of the keynotes of our time. Commencement platforms echo with appeals for high-minded public service--to young graduates, most of whom are worried about finding a job. The summons to leadership seems most urgent in eras (such as the present) that follow periods of "great leadership." ...Two themes often characterize these summonses. One is that we do not really know just what leadership is. "Why are the leaders not leading?," asks a university president and expert on organization. "One reason, I fear, is that many of us don't have the faintest concept of what leadership is all about. Leading does not mean managing." The "nature of leadership in our society is very imperfectly understood," John Gardner observes, "and many of the public statements about it are utter nonsense." The other theme is the need for moral, uplifting, transcending leadership, a leadership of large ideas, broad direction, strong commitment. Leaders must offer moral leadership, Gardner says. "They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in the pursuit of objectives worthy of their best efforts." Presumably one can lead others downward--down the primrose path or down the road to barbarism. Yet leadership has--quite rightly, in my view--the connotation of leading people upward, to some higher values or purpose or form of self-fulfillment. (pp. 451-452)

If we take Burns seriously, our society as a whole, and our schools in particular, have a large task to perform. They must summon able individuals to leadership roles. But they must do more. Schools must provide those who respond with information about leadership--what it is and how it works. They must also raise the student's comprehension above a simple understanding and utilization of management techniques to a level of practice which allows the leader to inspire followers to lives characterized by high expectations and moral practices. Students who show

high ability in leadership deserve such special attention. The task they have designed for themselves is no less difficult than that selected by the gifted athlete to whose development impressive amounts of school and community resources are devoted. Certainly, the nurturing and development of our young leadership talent deserves similar resource allocation.

Since the early seventies, leadership has been a formal category for the identification and training of students showing high ability as social leaders (Foster, 1981). Prior to this, leadership had been an area of interest for many, both inside and outside the field of gifted education. In fact, leadership represents one of the most studied areas of human behavior and has a long history as a principal topic for training and development in business, political, and military settings.

Yet, there is little appreciation of this long tradition of conceptualization of training and practice by members of the gifted education movement. Limited attention has been given to an integration of conceptual frameworks, supportive research findings, and proven training practices in leadership development. Persons involved in the development of gifted education programs focused on leadership have developed piecemeal programs, sometimes based on conflicting assumptions and outdated research. This monograph is an attempt to coordinate ideas about leadership developed in fields of psychology, sociology, and management with those in gifted education to provide a firmer basis for the development of educational programming for young people who demonstrate a talent for leadership and for leading.

Historically, the reliable identification of leaders has been a major concern. Rather than waiting for them to emerge naturally as a result of circumstance and individual initiative, modern corporations, the military, and certain political groups have set out to actively select individuals who show leadership promise, usually from within their own ranks. Assuming that leadership emanates from select character traits, elaborate personality instruments have been employed to assess individuals for their leadership potential. Some have been designed specifically for this task, while other more global measures such as the M.M.P.I. and the California Personality Inventory have been used to develop specialized personality profiles of leadership types (Stogdill, 1974). Such assessment has been done primarily with young adults and adult populations because of an assumption that leadership is, to a degree, a developmental phenomenon and that it is not easily evidenced until late adolescence and early adulthood. Only then are people gaining access to social settings that allow them to demonstrate levels of personal initiative and decision-making so characteristic of leaders.

Within the field of gifted and talented education, the task of identifying potential social leaders is complicated by the fact that we attempt to select for this talent at a comparatively early age. During childhood and early adolescence youngsters are assessed for their leadership potential so they can be given differentiated educational programming commensurate with their presumed special needs. This is a very difficult thing to accomplish. It requires careful conceptualizing and administering to preserve the equity of access to special opportunity necessary in our free society (Foster, 1983). This monograph attempts to help the educator of

the gifted and talented address such complex issues as this one on early identification.

Engaging young children and youth in educational activities with the potential for social leadership is a worthy goal. Gifted youngsters are exposed to selected educational experiences designed to introduce them to the process skills involved in leading small groups. Through this curriculum practice, we knowingly or unknowingly accept a set of assumptions that portray leadership as a process, focusing on skills training and on a situational, small-group orientation. Educators are attracted to this approach which suggests leadership can be improved through direct educational intervention. Many curriculum packages and instructional strategies for it exist and can be easily borrowed from other fields like management training.

However, other definitions of leadership exist. For example, there is a large body of literature that views leadership as a function of formal, social roles sanctioned by the structural characteristics of an organizational or social setting. Here, leaders are shaped by the predetermined demands of their bureaucratic roles, serving principally as actors in the distribution of organizational power and resources. Shouldn't gifted students be exposed to these ideas as to the nature of leadership as well as the traditional views of the process?

The challenge of providing students with a broad view of leadership models is compounded by the question, "What works?" Given the limited scope of the present training approach, intelligent decisions about materials, instructional strategies, and settings are difficult, as there is little or no evaluation of the actual impact of present programming. Therefore, in addition to the multi-faceted nature of leadership behavior and the need for carefully-designed active learning experiences to illustrate it, an effective training program requires an organized evaluation of the impact of the training on individual students. When these three components of concept, curriculum, and evaluation are in place, then a workable program of leadership education begins to emerge.

The goal is worthy. The students are there. The training models are available. And responsible evaluation is possible. We need to proceed for the good of the students who are motivated and talented in leadership and for the good of our free society which is always in need of emerging leadership. As Burns has said:

The function of leadership is to engage followers, not merely to activate them, to commingle needs and aspirations and goals in a common enterprise, and in the process to make better citizens of both leader and followers....Woodrow Wilson called for leaders who, by boldly interpreting the nation's conscience, could lift a people out of their everyday selves. (p. 452)

Let us proceed to lift attitudes and skills of the students with leadership potential out of their everyday selves and into a practice of leading that transcends the simple management of government and corporate

activities and leads to better social and moral opportunities for all of us.

What Is Leadership?

Like any other complex idea, leadership is difficult to define. In general, however, definitions of leadership have moved from the more simplified, psychological-trait approach to a complex, situational, and developmental perspective. Yet, there is no consensus on a definition of leadership, but there are commonalities. The following definitions from the literature illustrate one of these points of agreement:

- o Leadership is the process of influencing the activities of an individual or a group in efforts toward goal attainment in a given situation. (Hersey & Blanchard, 1977, p. 84)
- o Leadership is the exercise of power or influence in social collectivities, such as groups, organizations, communities, or nations, to meet the needs of the group. (Gallagher, 1982, p. 8)

In some unspecified fashion leadership is a process that facilitates the attainment of social goals. Even with such points of agreement, there are several general ways to approach the conceptualizing of leadership. The first of this quartet of theories is the charismatic, or great person, view. A person is born either a leader or a follower. This approach holds that there are certain traits or qualities of personality that differentiate leaders from nonleaders and that these innate traits are applicable to all situations in which the leader finds himself or herself. The task then is to identify such individuals and allow them to express this vital talent early and constructively. Research projects attempting to differentiate a set of special traits for leaders as opposed to followers have not been particularly successful. This has led scholars and researchers to broaden their views on leadership as a complex phenomenon, in part, mediated by social situations.

Another spin-off of the original trait theory of leadership is the view that leadership is better understood through a set of dichotomies such as direct/indirect and active/reflective. These leadership categories suggest great variety in the kind of leaders that exist. Some leaders are recognized for their ability to influence people through social interactions. Others influence followers through innovative ideas. While different leadership styles have certain commonalities, e.g., high levels of personal energy, the particular skills and abilities necessary to one style or another may be quite distinct, and such differentiation needs to be integrated into educational programs for leadership.

Leadership can also be viewed in terms of small group interaction. Here, a substantial portion of the construct is the process of managing group dynamics. Leaders influence the group to attain goals by both task and process behaviors. The task-oriented leader focuses on getting the task defined, analyzed, broken down, and completed. Process-oriented leaders key in on maintaining functional group interactions, encouraging member participation, extending support, and adjusting style as the group

develops over time. Although one person may embody both task and relationship dimensions of leadership, most groups develop two leaders who carry on the two functions separately but simultaneously. Educational programs for leadership training must help students determine their preference for task or process. Students can also develop skills in their less-preferred area, increasing their effectiveness in group dynamics management.

As has been noted, leadership is situational. Given the correct person/situation match, most individuals can act as leaders. Educational programs integrating this situational leadership approach focus on helping students recognize which situations are most conducive to their leadership skills and abilities and on developing new skills and attitudes which enable them to assume leadership positions in a variety of situations.

Another stance proposes leadership based on the assumption that it is simply a formalized social role sanctioned by the structural characteristics of the organization. This approach is essentially bureaucratic in nature (Weber, 1947) and is perhaps best portrayed by an adage about the American presidency: "It's not the man that makes the presidency; it's the presidency that makes the man." The formal and informal features of the social, organizational role shape the individual's behavior patterns, legitimizing his or her leadership activities in a predetermined fashion. Based on social role theory (Mead, 1934) and elaborated by structuralists like Etzioni (1964) and symbolic interactionists such as Blumer (1969), this view de-emphasizes personality variables, small group skills, and social attributions as explanations of the dynamics of leadership. It depends, instead, upon the legitimizing of the authority and power of the leader by the formal role as sanctioned within the organization itself. Here, the leadership function is one of status and serves to maintain rather than change the system.

Each of these theories of leadership--the personality/trait theory, leadership style approach, the group dynamics view, and situational leadership model--has relevance to defining leadership for gifted programming. A practical curriculum definition of each provides a basis for structuring educational services and helping students develop their leadership abilities and skills. Since no one approach has been shown to be best, educators must choose among these and others and develop their materials to make programming useful to each group of students and each community.

Summary

Some 50 years of research has shown that understanding leadership and training students in this area is not simple. It is, moreover, illusive. Little within the field of gifted education proves to be of much assistance in making it less obscure. It seems necessary to look beyond the field of education to the disciplines of psychology, political science, history, and economics to derive a conceptual and empirical image of what leadership may in fact be.

The following chapters will provide some answers to and options concerning the persistent questions of:

- o Identification
- o Goals
- o Conceptual models
- o Instructional models
- o Organization
- o Personnel roles
- o Evaluation

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CHAPTER II

HOW DO WE IDENTIFY LEADERS?

Linda Addison and Marilyn Dow

The identification of students with high leadership ability is not a simple task. There are no standardized, widely-recognized tests such as the Stanford-Binet or WISC-R to sort out students on leadership ability. As indicated in the previous chapter, leadership has many meanings, and there is little agreement on a specific definition of leadership. Procedures to identify students with outstanding talent in the leadership area will require both a creative and a comprehensive approach.

An identification process for the leadership area has several purposes. For example, the identification system should:

1. Use techniques and instruments which provide the student with the opportunity to demonstrate ability and which assess abilities in a fair, nondiscriminatory manner.
2. Identify those students for whom differentiated services are appropriate.
3. Provide data necessary to make an informed judgment regarding placement for differentiated services.
4. Gather information that can be used to prescribe a program of differentiated services for the student.

These purposes of an identification system are best served by a multiple assessment procedure which recognizes the complex nature of the talent area of leadership. The convergence of data gathered through a multiple assessment procedure allows for a more accurate and valid measurement of leadership. In addition, multiple assessment procedures assure that special educational services are not denied on the basis of a single assessment tool only.

A multiple assessment identification procedure typically follows three stages: nomination, screening and placement. The idea of converging multiple sources applies to each of these stages. While it is theoretically possible for every student nominated to be placed for differentiated services, the convergence of information usually leads to a progressive narrowing of the number of students until only those requiring special services remain (See Figure 1).

Nomination. Since leadership can be demonstrated in any number of situations, the sources of nomination should be wide-ranging. Multiple sources of nomination beyond the teacher in the classroom are particularly appropriate for identifying leadership talent. An effective identification system might seek nominations from peers, parents,

personnel connected with extracurricular activities, sports personnel, clergy, and community group leaders.

The nomination process has had a mixed degree of success in identification systems for most other areas of giftedness. Because any identification system aims to be both effective and efficient, the goal of the nomination stage is neither to exclude on the one hand any possible students with high leadership ability nor to include on the other too many students in the screening process who really do not possess high leadership ability.

NOMINATION

Parents	Peers	Teachers
Self	Clergy	School Personnel
	Community Members	

SCREENING

Behavioral rating scale
Personality test
List of activities and offices held
Structured interview
Sociogram
Situational leadership instrument
Observational interaction rating
Simulation activity

PLACEMENT

Leadership training program
Leadership seminar
Elective course
Learning packet
Mentorship
Internship
Independent study
Summer camp
Enrichment of subject matter

Figure 1. Identification Procedure for Leadership

Critical to both the effectiveness and efficiency of the nomination component is a clear understanding and definition of the ability being sought. Attempts must be made to clarify what is meant by "leader." Otherwise, the person nominating may use his or her own definition and unwittingly contribute to inefficiency and ineffectiveness. For example, if a program seeks both task-oriented and relationship-oriented leaders, active and reflective leaders, or positive and negative leaders, these definitions must be conveyed as clearly as possible. Research indicates that nomination forms need to state the definition in some behavioral manner (See Forms 1, 2, and 3).

Inservice training in the use of the nomination form has also enhanced the effectiveness and efficiency of the nomination stage. Both the definition and behavioral indicators of talent can be given to the persons who will nominate and information shared about the specific situational context involved.

In general, a nomination form can follow two formats. The person nominating may simply be asked to list students he or she perceives to be leaders in terms of the definition given. A more specific format would list a situation requiring high leadership ability and ask, "Who in the class (group, team, etc.) would . . .?"

While nomination by teachers and other adults has been used to identify high ability in other talent areas, peer nomination has not been used to a great extent. Since leadership in particular is defined and displayed in terms of a group context, peers would seem to be a logical and fruitful nomination source for the talent area of leadership. As with other groups, the characteristics of students sought through this nomination process must be clear to avoid nomination by popularity. Students may be asked to nominate others they see as leaders, but the process is likely to be more successful if precise statements are used. Providing a situation or describing a trait and asking peers to indicate who best fits this description should provide more clarity to the peer nomination process (See Forms 4, 5 and 6).

Several nomination forms are included in this handbook, and several more are available in the literature. These forms can be adopted in the original or adapted to meet specific community or school program needs.

Once nominations have been collected from multiple sources, decisions must be made as to which students will be screened further. Students may be ranked by a simple frequency count of nominations and a cut-off score established if the school system does not find it feasible to screen every student nominated. If peer nomination has been included in the process, it is important to note that the frequency count may be weighted in favor of peer nomination because of their numbers in comparison with numbers of other nominating groups, e.g., teachers or community group members. However, any weighted count should be based on a strong rationale as to why certain nomination sources are more important or more accurate than others in identifying students gifted in the area of leadership.

Screening. Students emerging from the nomination process move into the screening stage. Data gathered from the screening process must be discussed and evaluated carefully; they will determine who is to receive differentiated services and what form those services will take. The data should represent a variety of techniques and/or a variety of persons in order to better meet these purposes.

Possible assessment techniques for the area of leadership include: behavioral rating scales (See Forms 7, 8 and 9), personality tests (See Form 10), lists of activities and offices held (See Forms 11, 12 and 13), structured interviews (See Form 14), specifically designed sociograms, situational leadership instruments, observational interaction ratings and observer or self-ratings of simulation activities. Other possible assessment instruments can be found in Richert, Alvino and McDonnell (1982) and Karnes and Collins (1984).

These techniques represent various theoretical approaches to leadership, thus adding more validity to the identification process and providing prescriptive information for later programming. This variety of methods also allows the student to demonstrate his or her leadership ability in more than one manner, thus assuring a fairer screening process.

Another approach to multiple assessment seeks to gather information from sources familiar with the student's leadership ability. These sources might be the same groups used in the nomination stage--peers, parents, teachers and community members. For example, peers, teachers and parents might all rate a student on the same behavioral rating scale to obtain different points of view. In another screening procedure, the student might fill out an activity list, the teacher might rate the student on a behavioral scale, the counselor might assess the student through a structured interview, and community group members might rate leadership behaviors observed in a simulation activity. Using a multiple assessment procedure such as this assures that the student's leadership ability is assessed in a variety of contexts.

Although many assessment devices in the leadership area were designed in fields other than education and for older populations, they may still serve as models which the school system can modify. Some sample instruments are included in this handbook, providing a source for modification. While revising instruments is not usually a recommended procedure, it will probably be necessary for the leadership area. If the instruments are well-founded conceptually and tie into the program rationale and goals, the identification process will be strengthened.

Placement. Scores on the various assessments used in the screening stage may now be considered collectively for the placement stage. An identification matrix, such as Baldwin's (1977), is a systematic approach to evaluating all data collected. The interval used in the rating of the assessment source and the way in which ratings are assigned influence matrix scores. Therefore, those persons responsible for the identification process should give a great deal of consideration to the screening component and the way this information is entered into the identification matrix.

While weighting of scores is not recommended, if certain techniques or sources of information are considered more helpful or accurate, the matrix can reflect this by the number of times the technique or source is included in the matrix. For example, if observation of a simulation activity is viewed as a persuasive way to collect data, ratings by community group members and counselors (or any other combination of sources) may both be included or two simulation activities may be rated by the same source, making this technique twice as important in the total score of the matrix.

A total score may be obtained from the matrix and used as a program placement cut-off score. However, the matrix itself has the advantage of visually indicating individual strengths and weaknesses (See Form 15). A student, for example, may not have rated highly on offices held but may have been given a high score by observers of a simulation activity. These differences may serve as guidelines for both placement and programming.

The numbers on the matrix provide guidelines for identifying students with high leadership ability, but the real purpose of the placement stage of the identification process is to determine the most appropriate educational services for an individual student. Rather than determining whether the student is accepted into or rejected from "the program," placement decisions should relate to the variety of services that could be provided. Possible services, discussed further in Section 5 of this handbook, could include:

- o a formal leadership training program,
- o a short-term leadership seminar,
- o an elective course,
- o a learning packet on a specific component of leadership,
- o a mentorship,
- o an internship,
- o an independent study,
- o a summer camp, or
- o enrichment of a subject area on a topic related to leadership.

Program placement decisions may also lead to further assessment strategies to identify specific strengths and weaknesses tied to program goals and curriculum.

How Early Should the Identification Process Begin?

On the assumption that it is important to identify gifted children early and to provide them with early programs, it is interesting to note the growing popularity of studies on the preschool gifted. For example, Kitano and Tafuya's (1982) review of preschool leadership notes "... early identification of gifted learners began to appear particularly critical as a means for preventing underachievement and maximizing potential" (p. 78).

The article refers to the work of Karnes and others who developed a Leadership Talent Checklist to aid in identifying leadership potential in preschool children (Karnes and Associates, 1978). With special permission from the RAPHYHT (Retrieval and Acceleration) of Promising Young Handicapped

and Talented), selections referring to leadership are presented in Form 16 and 16 A-F of this chapter.

The screening and identification is completed by use of both a teacher checklist (gridded sheet) and a parent questionnaire. The composite of the two scores identifies a child's talent area which is then further assessed by use of the T.A.P.P. (Talent Assessment and Program Planning). From this the child has an individual Talent Education Plan (T.E.P.) written, using the lesson plans and activities provided by the project.

How Can We Assess the Leadership Abilities of Intellectually Gifted Students?

The information presented so far in this chapter has dealt with identifying students with high leadership ability. Students identified as intellectually or academically gifted may possess high leadership ability, as indicated in the early research of Terman, for example. However, other summaries of research on the correlation between leadership and intelligence do not support the assumption that all intellectually gifted students have high leadership ability.

Many programs for gifted students include a component on leadership development. Assessment of a student's capabilities can contribute to broad guidelines for differentiated curriculum and to specific objectives in an individual student's program (Addison, 1984).

The leadership goals and objectives a school district sets should guide personnel in selecting assessment measures. The instruments mentioned earlier in the discussion of screening should be included as should other measures to give a more accurate picture of the student's leadership abilities. Once objectives are derived from the assessment of leadership capabilities, the program to meet these objectives can take the form of any of the administrative options and instructional models discussed in other sections of this handbook.

Summary

The identification process in the area of leadership requires a creative, flexible approach. The program philosophy and rationale should serve as a foundation, but the process itself should also facilitate decisions about the actual delivery of services. The use of a variety of techniques and persons is the key to establishing a useful, efficient and effective system.

Form 1

TEACHER NOMINATIONS

For the initial nominating process, you are asked to look at each class and list those you see as leaders. Leaders are usually characterized by one or, in some cases, both sets of traits: Task-oriented leaders can organize a group, can delegate tasks, understand problems, meet deadlines, are product-oriented. Relationship-oriented leaders can influence others, can move the group, can get others to participate. Many leaders are sensitive to the needs of others (morally or manipulatively).

Keep in mind that sometimes leadership is exhibited in negative ways, but these students should not be excluded from nomination.

Some classes may have more than three leaders, others fewer. Don't feel limited or pushed by the spaces provided.

1st Period

2nd Period

3rd Period

Source: Project Vanguard, City of Fredericksburg, Virginia, Schools

TEACHER NOMINATION

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him or her after the name.

1. Is liked and respected by most of the members of the class.
2. Is able to influence others to work toward desirable goals.
3. Is able to influence others to work toward undesirable goals.
4. Can take charge of the group.
5. Can judge the abilities of other children and find a place for them in group activities.
6. Is able to figure out what is wrong with an activity and show others how to do it better.
7. Is often asked for ideas and suggestions.
8. Is looked to by others when something must be decided.
9. Seems to sense what others want and helps them accomplish it.
10. Is a leader in several kinds of activities.
11. Enters into things with contagious enthusiasm.
12. Is elected to office.

[illegible]

Source: Nebraska State Department of Education. Adapted from Kough and DeHaan, (1956).

Form 3

COMMUNITY MEMBER NOMINATION

Name

Organization

At Walker-Grant Middle School, we are starting an after school program for students who are identified as gifted in leadership ability. Since you/your organization works with youngsters in grades 6, 7 and 8, we invite you to make nominations of students who demonstrate leadership.

Leaders are usually characterized by one or, in some cases, both sets of traits: Task-oriented leaders can organize a group, can delegate tasks, understand problems, meet deadlines, are product-oriented. Relationship-oriented leaders can influence others, can move the group, can get others to participate. Many leaders are sensitive to the needs of others (morally or manipulatively).

Keep in mind that sometimes leadership is exhibited in negative ways, but these students should not be excluded from nomination.

List your nominees in the spaces below. Give first and last names, school now attending and grade level. You may nominate one or several students. Thank you.

Source: Project Vanguard, City of Fredericksburg, Virginia, Schools.

Form 4

PEER NOMINATION

Grade_____ Period_____

Do not sign your name. We are interested in your opinion, which no other student will see.

Please answer the following questions by writing the name of the person you think is best in your class to do what the question asks. Try to think about everyone in the class -- not just your friends. You can include yourself if you fit the question. Write the first and last names of the person as best you can. Don't worry about the spelling. If you have questions, raise your hand.

1. If your class were to have a dance, who would be good to assign students to committees so that everything would get set up for the dance? _____
2. If you were a new student in this school, who would you choose to introduce you to the students and teachers? _____
3. Who would you choose to head up a community project such as walk-a-thon, clean community campaign, save the whales project, etc.? _____
4. Who is good at getting a game started? _____
5. If the whole class were messing around, who would most likely bring the class back together for the discussion? _____
6. If you are in a group working on a project, who would be most likely to make sure that the group got the project done on time? _____
7. Who would more than likely influence you or others in the class to do something that you should not do? _____
8. Who would you choose to select the class play and assign parts to everyone in the class? _____
9. If someone had to tell you to do something you didn't want to do, who would you want to tell you? _____
10. If you did something very well, which student would be most likely to tell you you did well? _____

Source: Project Vanguard, City of Fredericksburg, Virginia, Schools.

LEADERSHIP

Peer Nomination

Primary

Here are some descriptions of students. Read each description and decide which student is like this. Under each question write the first and last name of a girl or boy you think fits the description. Do not write your own name under any of the questions.

	In Your Homeroom	In Your Grade	In the Whole School
1. Who is most often asked to choose up sides in a game?			
2. Who suggests or invents new games to play?			
3. Who helps explain how games are played and gets others to take part in games?			

(Adapted from Jefferson County, Colorado form.)

(Delete from student form above.)

STAFF COMPILATION

Tally the number of mentions each child receives:

Name	<u>Total</u>	<u>Rank</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEADERSHIP

Peer Nomination

Intermediate-Secondary

Here are some descriptions of students. Read each description and decide which student is like this. Under each question write the first and last name of a girl or boy you think fits the description. Do not write your own name under any of the questions.

	In Your Homeroom	In Your Grade	In the Whole School
1. Who is a good leader?			
2. Who is often chosen captain of teams by other students?			
3. Who is the most enthusiastic when starting or working on new projects and helps get them finished?			
4. Who can lead other students on a project and get them to work together without hurting anyone's feelings?			
5. Who is asked by the other students to settle arguments about rules in games?			
6. Who understands things most easily, out of school and in school?			

(Adapted from Jefferson County, Colorado)

(Delete from student form above.)

STAFF COMPILATION

Tally the number of mentions each child receives:

<u>Name</u>	<u>Total</u>	<u>Rank</u>
_____	_____	_____

Form 7

Scales for the Rating Behavioral Characteristics of Superior Students
Joseph S. Renzulli/Linda H. Smith/Alan J. White/
Carolyn M. Callahan/Robert K. Hariman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months _____

Part IV: Leadership Characteristics

1. Carries responsibility well, can be counted on to do what he has promised and usually does it well.	☐	☐	☐	☐
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	☐	☐	☐	☐
3. Seems to be well liked by his classmates.	☐	☐	☐	☐
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	☐	☐	☐	☐
5. Can express himself well; has good verbal facility and is usually well understood.	☐	☐	☐	☐
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	☐	☐	☐	☐
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	☐	☐	☐	☐
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	☐	☐	☐	☐
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	☐	☐	☐	☐
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	☐	☐	☐	☐
Add Weighted Column Totals	☐	☐	☐	☐

	A	B	C	D
	Very Well	Fairly Well	Somewhat	Not at All
1. I set goals for myself.				
2. I accomplish my goals.				
3. I accomplish my goals before deadlines.				
4. I have good ideas.				
5. I can explain my ideas.				
6. I understand other people's ideas.				
7. I care about other people's ideas.				
8. I accept people's values that are different from mine.				
9. I accept suggestions.				
10. I accept constructive criticism.				
11. I give others credit for their work.				
12. I praise others for their work.				
13. I share responsibility with others.				
14. I accept changes in plans or situations.				
15. I accept my own mistakes.				
16. I figure out why and how things work.				
17. I can predict consequences.				
18. I do what I say I will.				
19. I organize myself and my work.				
20. I make up my own mind.				
21. I lead a group or team well.				
22. I know if it's a good time to do things.				
23. I understand my own feelings.				
24. I like people to think I'm a leader.				
25. I like to be a leader.				
Totals	A	B	C	D

Name _____
Date _____ Grade _____
School _____

23 31

SCALES AND INSTRUMENTS FOR IDENTIFYING AND
PROGRAMMING FOR LEADERSHIP TALENT

Least Preferred Co-Worker: Contains three components - Leader-Member Relations, Task Structure, and Position Power, all related to the situational nature of leadership. Results given in terms of task/relations orientation.

SOURCE: Fiedler, Fred E. and Chemers, Martin M. Improving leadership effectiveness: The leader match concept. New York: John Wiley & Sons, Inc., 1976.

Leader Behavior Description Questionnaire (LBDQ): Questionnaire to be filled out by co-workers or subordinates. Includes 40 items, 20 each for the dimensions of structure and consideration, to be answered in yes/no format.

SOURCE: Stodgill, R.M. College of Administrative Science, The Ohio State University, Columbus, Ohio 43210.

Leader Effectiveness and Adaptability Description (LEAD): This test presents twelve situations, each with four alternative actions. The individual is to indicate how he/she would respond. Yields score on four styles, from task/relationship combinations, and a score of adaptability to determine leader effectiveness.

SOURCE: Learning Resources Corporation, 8517 Production Avenue, San Diego, CA.

T-P Questionnaire: Self-report questionnaire that looks at leadership in terms of concern for task and concern for people.

SOURCE: University Associates, 7596 Eads Avenue, La Jolla, CA 92037.

Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B): This questionnaire looks at interaction in terms of the dimensions of control, affection, and inclusion. These, in turn, are viewed as expressed and desired, thus giving training implications. Norms for high school students, managers, et al.

SOURCE: Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

Myers-Briggs Type Indicator: Set of 140 self-report questions that indicate preferences along four dimensions: extrovert/introvert, sensing/intuition, feeling/thinking, and perception/judgment. These are interpreted in terms of leadership styles and group interaction.

SOURCE: Center for Applications of Psychological Type, 414 Southwest 7th Terrace, Gainesville, FL 32601.

Learning Styles Inventory: This inventory involves checking adjectives which describe the individual. These are interpreted according to four learning styles: abstract conceptualization, active experimentation, concrete experience, and reflective observation. These styles are related to a number of areas, including leadership and management styles.

SOURCE: Kolb, David, author. McBer & Company, 137 Newbury Street, Boston, MA 02116.

Self Nomination - personality traits

The ROETS RATING SCALE FOR LEADERSHIP* is a predictor of those students who have ambitions and daydreams of leadership and success. The SCALE also acquaints students with some components of the LEADERSHIP TRAINING PROGRAM. An added benefit is to acquaint students, some for the first time, with experience in rating self on a self-rating scale.

Items included in the RATING SCALE reflect personal qualities, ambitions, attitudes and skills. Items also include situational responses to given societal and personal needs and desires. Some items are concerned with both state and trait responses to leadership. Most importantly, the RATING SCALE touches the daydream level and ambition level of students. The SCALE has been refined to include the following items:

- ___ I have strong convictions about things.
- ___ When I believe in something, I work to promote it.
- ___ I listen to both sides of the issue before I make up my mind.
- ___ I have self-confidence.
- ___ I am able to say my opinions in public.
- ___ I usually am satisfied with the decisions I make.
- ___ When I am criticized for some action I have taken, I can usually go about my work.
- ___ I like to be in charge of events.
- ___ I am able to see what materials are needed to complete a project.
- ___ I am able to see the sequence of steps necessary to complete a project.
- ___ When I am convinced of something, I have courage to act for it.
- ___ I often lead in projects.
- ___ When I see somebody who is a leader, I think that I could do as well as that leader.
- ___ I can speak to persons in authority.
- ___ I have energy to complete projects that I am interested in completing.
- ___ I can understand the viewpoints of others.
- ___ I am willing to change my mind if new facts suggest that I should change my mind.
- ___ I get anxious and excited and am able to use this energy to complete a task.
- ___ I am able to work with many types of persons and personalities.
- ___ I usually understand the plot of a story or play or the main point in a conversation.
- ___ I am willing to try new experiences when they seem wise.
- ___ I know when to lead, to follow, and to get out of the way.
- ___ I admire people who have achieved great things.
- ___ I dream of the day and time when I am able to lead myself or others to great accomplishment.
- ___ I feel at ease asking people for help or information.
- ___ I can be a "peacemaker" if I want to be.

*Copyright 1984 - Lois Schelle Roets, New Sharon, Iowa 50207
Information on validity and reliability available from Mrs. Roets.

BIOGRAPHICAL INFORMATION

1. Name: _____
 Last First Middle Nickname
2. Date of Birth: _____
3. Name of Parent/Guardian: _____
 Address: _____
 Telephone-Home: _____ Work: _____
4. Grade: _____ Homeroom Teacher: _____
5. State the dates or days on which you would not be able to attend:

6. In the 3 columns below, you are to write the following information about your participation in church, school and community activities in the last 2 years.

In column #1, list any group or activity you were in.

In column #2, list any offices you were elected to in those groups.

In column #3, list any projects you were appointed to head up or volunteered to head up.

	Column #1	Column #2	Column #3
☐ <u>Church</u>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
☐ <u>School</u>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
☐ <u>Community</u>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Form 11 (cont.)

Biographical Information Continued

7. Several students from your grade have been nominated to participate in this project, but only a few will be chosen. Why should you be chosen instead of someone else?

8. Name two teachers who know you well enough to recommend you for this project:

Source: Project Vanguard, Fredericksburg Schools, Fredericksburg, Virginia.

APPLICATION FORM
LEADERSHIP PROGRAM

1. What extracurricular school activities have you participated in?
(clubs, organizations, Model UN, school play, humanities workshop,
etc.)
2. What awards have you received?
3. What hobbies do you have?
4. What clubs do you belong to?
5. What special activities do you take part in in your community?
6. What kind of field trips would you take if you could?
7. What careers are you interested in and why?
8. Describe any special training you've had in your interest area.
9. What are your favorite school subjects and why?
10. To which school clubs or organizations do you belong?

Offices held:

Honors or recognition received:

Form 12 (cont.)

11. What is your favorite recreation?
12. Do you have a job? What?
13. What other jobs have you had?
14. What are the best books you have read this year?
15. How could you benefit from the program?
16. List the people you think are leaders.
17. Write a paragraph explaining your ideas about leadership.

Karen Downs, Jeanne Mazula,
Mary Taylor, East High School
Waterloo, Iowa

IDENTIFYING LEADERS (Demonstrated Achievement)

<u>In School</u>	Position										
	President	Vice President	Secretary	Treasurer	Representative	Committee Chair	Committee Chair	Committee Chair	Committee Chair	Captain	Participant
Activity/Organization											
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

<u>Out of School</u>	Position										
	President	Vice President	Secretary	Treasurer	Representative	Participant	Participant				
Activity/Organization											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

IDENTIFYING LEADERS TALLY SHEET*

Student	Grade	A	B	C	D	E	F
		Numbers of Activities	Numbers of Leadership Roles	Other Honors (from F)	Total points	Rank	Honors, Comments
		1 point ea	2 points ea	1-3 points ea			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

*Students should be listed with the number of activities, leadership roles, and honors tallied. Order of completion should be Column A,B,F,C,D,E. The ranking (E) indicates who received the most points, therefore rank 1, next highest rank 2, etc.

IDENTIFYING LEADERS

(Demonstrated Achievement)

In School	Position									
	President/ Leader	Vice President	Secretary	Treasurer	Representative	Committee Chair	Committee Chair	Committee Chair	Participant	Participant
Activity/Organization										
1. Student Council	Karen	Jim	Bob	Sue	Bill	Maria	Rose	Bob		
2. Junior Class	Tom	Karen	Jill	Bob						
3. Debate Club				Eric					Karen	Bob
4. Track Team	Karen									
5. Newspaper	Tim								Karen	
6. Yearbook				John					Karen	
7. Drama Club	Karen									
8. Orchestra									Karen	
9. Computer Club	Larry									
10. Spanish Club										

Out of School	Position									
	President	Vice President	Secretary	Treasurer	Representative	Participant	Participant			
Activity/Organization										
11. Jr. Achievement	Bill	Bob	Sue	Eric		Jim	Rose			
12. 4-H	Karen	Sue	Maria	Pam		Rose				
13. Job						Karen	Bob			
14.										
15.										
16.										
17.										
18.										
19.										
20.										

* This partially completed form shows how students' leadership roles are recorded.

IDENTIFYING LEADERS
TALLY SHEET*

Student	Grade	A	B	C	Total points	Rank	Honors, Comments
		Numbers of Activities	Numbers of Leadership Roles	Other Honors (from F)			
		1 point ea	2 points ea	1-3 points ea			
1. Karen	11	1, 2, 3, 4 5, 6, 7, 8 12, 13	1, 2, 4, 7, 12	2	22	1	orchestra- soloist 2 points
2. Rose	10	1, 11, 12	1		5	3	
3. Bob	11	1, 2, 3, 11, 13	1, 2, 11		11	2	
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

*Students should be listed with the number of activities, leadership roles, and honors tallied. This partially completed form indicates how students receive points. Example: Karen--Activities, 10 points; Leadership Roles, 10 points; Honors, 2 points; Total, 22 points. (Column A + B + C = D) Rank (Column E) is determined when all the totals are compiled.

Form 14

INTERVIEW RATING SHEET--to be used by persons who are interviewing the student. Circle one number for each area. Let #5 represent the best response. Let #1 represent the worst response.

Student _____

Grade _____ Homeroom _____

1. Do you feel you are a good leader? Why or why not?

CONFIDENCE	5	4	3	2	1
------------	---	---	---	---	---

EXPRESSED WELL	5	4	3	2	1
----------------	---	---	---	---	---

2. If you are in a group situation and someone else is the leader but is not a good leader, how do you respond? (feel, do, act)

NEED FOR PROGRAM	5	4	3	2	1
------------------	---	---	---	---	---

FLEXIBILITY	5	4	3	2	1
-------------	---	---	---	---	---

3. If you were principal for a day, what would you change to make your school a better school? (How would you change it? Why?)

DECISION MAKING	5	4	3	2	1
-----------------	---	---	---	---	---

ORIGINALITY	5	4	3	2	1
-------------	---	---	---	---	---

4. When was the last time you volunteered to help someone, and what did you do?

INITIATIVE	5	4	3	2	1
------------	---	---	---	---	---

DEGREE OF CONCERN	5	4	3	2	1
-------------------	---	---	---	---	---

Interviewer _____

Date _____

Source: Project Vanguard, Fredericksburg Schools, Fredericksburg, Virginia.

Baldwin Identification Matrix*

Indicate points after each test according to score earned. Add total number of points earned by student.

<u>Test</u>		<u>Scores</u>				
		5 140+	4 130- 139	3 120- 129	2 110- 119	1 100- 109
1.	Standardized Intelligence Tests	()	()	()	()	()
		95%ile	90- 94%ile	85- 89%ile	80- 84%ile	75- 79%ile
2.	Achievement Test Composite Score	()	()	()	()	()
		95%ile	90- 94%ile	85- 89%ile	80- 84%ile	75- 79%ile
3.	Achievement Test - Reading Score	()	()	()	()	()
		95%ile	90- 94%ile	85- 89%ile	80- 84%ile	75- 79%ile
4.	Achievement Test - Math Score	()	()	()	()	()
		32	28-31	24-27	20-23	0-19
5.	Learning Scale Score	()	()	()	()	()
		36	32-35	28-31	24-27	0-23
6.	Motivational Scale Score	()	()	()	()	()
		40	36-39	32-35	28-31	0-27
7.	Creativity Scale Score	()	()	()	()	()
		40	36-39	32-35	28-31	0-27
8.	Leadership Scale Score	()	()	()	()	()
		Superior	Very Good	Good	Average	Below Average
9.	Various Teacher Recommendations	()	()	()	()	()
10.		()	()	()	()	()
11.		()	()	()	()	()

Total number of points _____

Recommended by Dr. Alexinia Baldwin, University of New York at Albany.

RAPYHT*
Teacher Checklist

This instrument is designed to screen for children who have potential areas of talent or giftedness. There are 7-10 items to be rated under each of the nine talent areas: intellectual, creative, leadership, art, music, reading, math, science, and psychomotor. It is best if this teacher checklist is completed during the same week as the parents are completing the RAPYHT Parent Questionnaire.

INSTRUCTIONS:

1. Write the names of the children being screened, from youngest to oldest, in the spaces provided on each page.
2. Read carefully the numbered items in each talent area.
3. Observe the children, keeping these talent area items in mind. (You may want to read and observe only 1 or 2 talent areas at one time.) If you are unable to observe some items within a talent area, use an additional day to observe and/or to offer opportunities which may elicit the desired behaviors.
4. Rate each child according to how strongly you feel that each item applies to him/her, using the following scale, and record it on the checklist:
 1. Strongly disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly agree

Try not to allow your responses on previous items to influence your thinking on a current item. The ratings are of value only if each item is considered independently of the others.

It is recommended that you rate all the children in one talent area before proceeding to a second talent area. For example, rate child A on the ten items under intellectual, then rate child B on those same items, then child C, etc. When all the children are rated on the items under intellectual, repeat the process for each of the other talent areas.

Be sure to consider the age of the child in your rating. Normal development is very rapid during the preschool years; therefore, each child should be rated as to whether he/she displays a given characteristic to an outstanding degree for his/her age. However, try to think of each child as an individual and avoid comparisons between children.

Form 16 (cont.)

RAPYHT Teacher Checklist

Checklist items have been worded to avoid penalizing children with little or no spoken language. Keep in mind that less verbal children may exhibit some of the characteristics included in the checklists in ways that differ from those demonstrated by more verbal children.

5. After each talent checklist has been completed on all the children, total each child's ratings and record the totals in the space provided.

*Permission to use granted by Dr. Merle B. Karnes

RAPYHT

(M. B. Karnes, D. A. Steinberg, A. M. Shwedel, J. R. Amundsen)

III. LEADERSHIP TALENT CHECKLIST

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Teacher _____

Children's Names

School _____

City, State _____

Date _____

1. Adjusts quickly to new situations.										
2. Is often chosen or sought out by other children as a playmate.										
3. Seems to enjoy being around other people; is sociable and prefers not to be alone.										
4. Tends to direct activities in which s/he is involved.										
5. Interacts easily with other children and adults.										
6. Comes up with ideas for activities and solutions to problems.										
7. Starts or initiates activities with friends and playmates.										
8. Shows an awareness of the needs of others.										
9. Assumes responsibility beyond what is expected for his/her age.										
10. Other children often come to him or her for help.										
Leadership Talent TOTALS										

RAPYHT

LEADERSHIP TALENT COMPONENT ASSESSMENT

M. B. Karnes, D. A. Steinberg, A. M. Shwedel, J. R. Amundsen

Leadership talent involves a number of intellectual and personality variables. Leaders use managerial ability, interpersonal skills, and the ability to attract and direct others. To assess leadership talent in early childhood, RAPHYT uses the following four component areas: self-confidence, self-esteem, self-directedness; organizational ability, goal directedness, task orientation; sensitivity to others; ability to command attention, popularity, charisma.

Directions

Described on the following pages are behaviors talented children could exhibit in the classroom. Use black ink to put a checkmark () beside each item you think well describes the child you are rating. Put a minus (-) beside each item that does not seem to describe the child you are rating. Count the number of checkmarks for each component and write that score in the space provided at the bottom of each sheet. When all four components have been rated, transfer the four scores to the cover sheet and add them together to obtain the overall talent score.

School _____ Child's name _____

Teacher _____ Date of birth _____

Date of test _____

Child's handicap _____

COMPONENT SCORES:

Self-confidence, self-esteem, self-directedness..... _____

Organizational ability, goal directedness, task orientation..... _____

Sensitivity to others..... _____

Ability to command attention, popularity, charisma..... _____

LEADERSHIP TALENT OVERALL
SCORE: _____

The RAPHYT Project, 1983

LEADERSHIP TALENT COMPONENT
Self-Confidence, Self-Esteem, Self-Directedness

- _____ 1) Child is an eager participant in the classroom in general, i.e., this child enjoys different activities and people, does not hang back, and does not need much teacher support to enjoy self.
- _____ 2) Child is enthusiastic about bringing and sharing objects or materials from home.
- _____ 3) Child enthusiastically jumps into activities without being told or shown what to do.
- _____ 4) Child is proud of his or her own work, e.g., unselfconsciously shows it to parents, visitors, teachers, peers.
- _____ 5) Child confidently expresses opinions and answers questions during group times.
- _____ 6) Child easily makes decisions in the classroom, e.g., quickly chooses friends for an activity or chooses an activity without considering or debating a long time.
- _____ 7) Child does not hesitate to ask for adult help when he or she really needs it or when it would clearly be beneficial.
- _____ 8) Child takes interruptions or changes in the classroom routine in stride and recovers quickly.
- _____ 9) Child takes the lead in interpreting or summing up a group discussion or classroom problem.
- _____ 10) Child is able to handle confrontations or challenges from others gracefully (as opposed to becoming either overly upset or withdrawing from the situation).
- _____ 11) Child enjoys and appreciates accomplishments and good ideas of classmates.
- _____ 12) Child appears to have some awareness of his or her own strengths and weaknesses.

_____ COMPONENT SCORE: SELF-CONFIDENCE, SELF-ESTEEM, SELF-DIRECTEDNESS

LEADERSHIP TALENT COMPONENT
Organizational Ability, Goal Directedness, Task Orientation

- _____ 1) Child easily remembers and follows classroom routines and procedures for activities.
- _____ 2) Child frequently verbalizes class rules or limits to other children in the interest of maintaining order and efficiency.
- _____ 3) Child suggests or requests group games like "Farmer in the Dell," "Duck-Duck-Goose," etc.
- _____ 4) Child asks to help the teacher set up activities or conduct routines or may proceed to help without asking.
- _____ 5) Child becomes impatient with others' indifference or inability to follow directions (his or her own or the teacher's).
- _____ 6) Child successfully initiates and supervises short-term projects that involve several other children.
- _____ 7) Child creates a directive role for self in dramatic play.
- _____ 8) Child invents games or activities with rules or step-by-step sequences and delights in explaining them to others.
- _____ 9) Child provides or attempts to provide solutions to classroom problems.
- _____ 10) When this child is working in a group, the teacher feels confident the task or project of that group will be successfully completed.
- _____ 11) Child has a sense for priorities in planning and completing projects.
- _____ 12) When this child is working or playing with others, that group is likely to settle problems without adult intervention.

_____ COMPONENT SCORE: ORGANIZATIONAL ABILITY, GOAL DIRECTEDNESS,
TASK ORIENTATION

LEADERSHIP TALENT COMPONENT
Sensitivity to Others

- _____ 1) When the need to share or take turns is apparent, this child finds another toy or activity independently or with little teacher encouragement.
- _____ 2) Child evidences a caring and concerned attitude, e.g., by handling pets, plants, babies, breakable objects carefully.
- _____ 3) Child shows curiosity about feelings and emotions by asking questions about, or closely observing, someone who is hurt, crying, exuberant, etc.
- _____ 4) Child reacts sensitively to others' emotions, e.g., seems somber when another is hurt or crying, or tries to cheer them up.
- _____ 5) Child nurtures or protects a noticeably younger or weaker classmate, e.g., helps with tasks, tries to include in activities.
- _____ 6) The teacher feels this child has some understanding of and is responsive to the teacher's problems in running the classroom.
- _____ 7) Child makes an effort to pay attention to other children's interests, e.g., listens attentively to another child's story or explanation.
- _____ 8) Child uses appropriate voice intonation for comfort and sympathy.
- _____ 9) Child shows a helpful or sympathetic attitude toward anyone in difficulty.
- _____ 10) Child shows interest in people and life in other times and places.
- _____ 11) Child seems to have a "social conscience," e.g., is aware of and talks about social issues.
- _____ 12) Child makes an effort to have some interaction with the less popular members of the class.

_____ COMPONENT SCORE: SENSITIVITY TO OTHERS

LEADERSHIP TALENT COMPONENT
Ability to Command Attention, Popularity, Charisma

- _____ 1) Child stands out as one of the most active (physically or verbally) in a group that is playing together.
- _____ 2) Child interacts with many members of the class throughout the day (as opposed to interacting with a few others almost exclusively).
- _____ 3) Child's name is frequently mentioned by classmates.
- _____ 4) This child is frequently sought out by classmates to get play going in a particular area or activity.
- _____ 5) Child frequently succeeds in having many of his or her ideas for play or projects accepted by a group of friends.
- _____ 6) Child frequently establishes overall mood of the group, e.g., if he or she is acting silly, much of the class begins to act silly.
- _____ 7) Others respond willingly to directions from this child, i.e., appear to accept his or her authority.
- _____ 8) Child frequently succeeds in getting other children and adults to listen to long stories, explanations, descriptions.
- _____ 9) Child frequently succeeds in having his or her ideas for play or social behavior accepted by the class in general, not just by a close friendship group.
- _____ 10) Other children frequently use this child as a resource for suggestions, ideas, assistance in projects and activities.
- _____ 11) Child has speech, diction, mannerisms, clothing preferences copied by others.
- _____ 12) Others frequently look to this child to settle or speak out on a topic or issue.

_____ COMPONENT SCORE: ABILITY TO COMMAND ATTENTION, POPULARITY, CHARISMA

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CHAPTER III

LEADERSHIP DEVELOPMENT FOR THE CULTURALLY DIFFERENT

Adapted from material submitted by Carole Ruth Harris

Attention must be paid to developing leadership in the culturally different if all elements in our society are to be given voice, and if all human resources potential realized. A pluralistic society which truly reflects its nature will provide leadership opportunities for all ethnic groups and foster the development of leadership in the culturally different as well as in children from the mainstream. The process of such leadership development, however, is intertwined with the intricate workings of society and needs to be viewed in a realistic way if it is to be put into practice. An analysis of leadership development for the culturally different requires culture-based ethical and philosophical considerations. This section seeks to provide an overview of the process and problems involved in identifying leadership in the culturally different. It is important to develop both policies and procedures to insure that certain "disadvantaged" may also be discovered as "gifted."

In the initial thrust of identifying gifted and talented students with leadership potential, the effort failed the minority child. The reasons for this are manifold but, by and large, can be attributed to both the difficulty in locating these children and observing them actually exhibiting leadership traits that could be aligned with definitions of psycho-social and/or leadership giftedness.

Findings of Chambers, Barron, and Sprecher (1980) in the identification of Mexican-American children for high-level contributions indicate that although abilities and traits for culturally similar and culturally different are the same, some traits cannot be measured satisfactorily using identical measuring instruments. Some culturally different children lack particular verbal skills.

Characteristics of leadership in studies by Roe (1953), Barron (1961), MacKinnon (1961), Chambers (1964), and Dellas and Gaier (1970), include: Cognitive flexibility, introversion, perceptual openness, strong initiative and drive, dominance, persistence, aesthetic sensitivity, preference for complexity, strong ego control, and striving for excellence. Additional studies seem to agree that two characteristics of leadership emerge across all cultural lines: A good sense of humor, and the ability to get along well with others. However, cultural differences do become apparent when intellectual patterns are affected by ethnicity and performance on tests of specific mental abilities is affected by socioeconomic status.

Mainstream leadership characteristics and those which are culture-differentiated need to be considered in the context of culture and viewed through that culture for appropriate identification. Creativity differences can be culturally influenced (Pezzullo, Thorsen & Madans,

1972; Torrance, 1974) in much the same way that different leadership requirements can be made for different ages (Buhler, 1931) and different concepts of leadership can be culturally determined (Stodgill, 1974).

Hollingworth and Terman (in Burks, Jensen, and Terman, 1930) are in agreement that potential leaders are recognizable by their IQ scores. Questions arise immediately with respect to test bias and test score differences which may not take cultural factors into account when IQ scores are used to identify leaders among the culturally different. Findings indicate, for instance, that differences in test scores among the culturally different can be attributed to lack of adequate visual discrimination of the printed shape or symbol (Kunz & Moyer, 1969; Richmond & Norton, 1973), lack of perceived award in test situations (Dill, 1972; Johnson, 1974), and lack of adequate verbal stimulation (Richmond, 1971).

In the Samoan culture, for example, verbal communication is valued, and a leader is called a "talking chief." Other Micronesian and Polynesian groups rely on eye-language communication and value humility and silence above rhetoric. It is thus impracticable to devise a single identification instrument for cultures because expectations and behavior standards can differ sharply among seemingly similar cultures. The process of identifying potential leaders, therefore, must be tailored to fit individual cultures.

Native American Indians venerate age while mainstream American society values youth. The Native American children may view themselves differently from their peers at a given age. This may well reflect the perceived cultural values of the chronological age and, thus, may influence behavioral patterns. Under these conditions, leadership characteristics would be difficult to identify according to age.

Influences on leadership behaviors as perceived by all cultures are also related to appearance: dress, body movements, facial expressions, eye contact and gaze, paralanguage (the sound of the voice), timing, and silence (Samovar, Porter & Tain, 1981).

Minority cultures perceive giftedness in two ways: (a) If parents--or others--believe that giftedness is a trait which makes a person better than the majority, they most likely will not support its being identified; (b) If parents consider giftedness as a contribution, it becomes a desirable element. Philosophical and ethical goals must be compatible with the cultural values of the community. Schulkind (1981) delineates factors contributing to negative attitudes toward giftedness in the culturally different as: Insecurity, lack of self-esteem, economic deprivation, language differences, tenuous or conflicting cultural ties, a deep sense of isolation, and the appearance of indifference to mainstream cultural values.

Prior to identifying leaders among the culturally different, educators need to consider the identification problems already discussed in this chapter, along with leadership styles within the culture. Finally, educators must clarify the value systems likely to affect the child's self-concept both within and without the cultural context.

Methods of identifying culturally different leaders have proliferated during the past several years and vary greatly as a result. Mitchell (1982) advocates a lower cutoff point for culturally different. Teachers of students surviving the "first cut" then complete behavior forms for all candidates. Before leadership potential is identified in the culturally different, a training period for teachers may yield excellent results. In the identification of Mexican-American students of 3rd, 4th, 5th, and 6th grade in two California schools (Chambers, 1964), the ratings of teachers specifically trained in such identification methods were found to be the best predictor. Rating forms were based on traits and potential abilities compared with traits and abilities in others of the same cultural heritage. Traits included: Convergent and divergent thinking, intellectual motivation, breadth of interests, independence, dominance, aesthetic sensitivity, striving for excellence, persistence and goal setting, initiative, intellectual curiosity, and introversion. This step was followed by overall evaluation for potential. It should be emphasized that teacher sensitivity to alternative behaviors of culturally different students is extremely important to accurate ratings. This sensitivity includes teachers' familiarity with the psychological processes which underlie culturally different students' unique behaviors. Orientation is needed to insure accuracy.

An alternative, and notable, effort in encouraging leadership within the culturally different has been the leadership classes in La Conner, Washington. Developed for members of the Swinomish Tribe, the classes identify Native American gifted students through their actual participation as leaders in school and community.

Two-stage nominations are effective if time constraints are a problem. Storlie and Propoulenis (1981) advocate the establishment of an eligibility pool and a five point rating scale to expedite the identification process.

In identifying culturally different children for leadership, educators must consider both the long-range and immediate goals and the objectives of selection. Chambers, Barron and Sprecher (1980) recommend admitting 5% of top-scoring Mexican-American children instead of using current cutoff scores on verbally-based IQ tests. This would, in effect, eliminate the cutoff score as one of the criteria for identifying leadership potential in children with Mexican-American ethnicity. The result would be an elimination of a cutoff score as criterion for one ethnic group while retaining the cutoff as one of the criteria for another ethnic group.

The alternative method would be useful if applied to leadership development selection for all culturally different groups; it would enlarge the potential pool and encourage greater diversity. Such a step, however, may elicit objections from the mainstream community.

Value-based issues involving the ethics of selection, accuracy of assessment, and interference with cultural values warrant much consideration. The availability of role models and other value shapers needs to be considered, also. The validity of a standard set of leadership characteristics is yet another ethical issue. The establishment of a standard for leadership development that meets the requirements of both

the school system and the culture, is an issue which has far-reaching implications. Mercer (in Addison, 1981), in discussing Chicano children, attacks "unidimensional assessment":

. . . [It] does not give children credit for their ability to cope with complex social situations in the family, the community, the economy, and the peer group. Children have been viewed in relation to one role in one social system, the role of student in the public school. This effectively devalues the cultural background of Chicano children. Finally, the monolingual, monocultural and monocognitive development of children has deprived Chicano children of the opportunity to become literate in Spanish and be educated in the cultural heritage of their birth. (p. 69)

The program elements in a total leadership development project for the culturally different need to incorporate views open to many cultures. The program should be child-centered and multifaceted also. It needs to be understood at the outset that if remedial help (e.g., skill-building) takes precedence over building on leadership qualities, student resistance to mainstream culture will mount. Awareness of and respect for cultural differences and their relationship to values will provide the foundation for successful programs among these populations. According to Pat Locke (cited in Crawford and George, 1981), former president of the National Indian Education Association:

It is equally important that the child learn dual cultures and multi-cultures from the fourth grade onward. The child, by learning the expectations of other cultures as skills, not as values, becomes a contributor to the survival of her/his own people.

By placing culturally different children in special programs, leadership qualities are often developed. One example is the Eugene Field project in the Albuquerque, NM, Public Schools, a low-income culturally different population (Maker, 1981). Students developed more positive attitudes toward school and learning, and parental support grew dramatically.

Goals and objectives of leadership development programs for the culturally different which incorporate a world view and the building of self-image from the originating culture, will provide the potential leader with a realistic and wider perspective. Many easily available materials can be incorporated for such objectives. Native American children and black children can study their own poetry, such as Cronyn's American Indian Poetry or Leslau's African Poems and Love Songs, and at the same time investigate poetry in Third World cultures. As a result, they probably will be more likely to view themselves in a positive way, and as world citizens.

The commission for International Year of the Child suggests that staying for a night with children of immigrant workers be part of the school curriculum. This is especially appropriate for leadership development

programs for the culturally different. UNICEF educational materials promote awareness and stimulate latent leadership drives by motivating children through a sense of responsibility. Examples of useful UNICEF materials are as follows:

- o Norway: The Botswana Game
- o Sweden: Vi bor i samma hus (We live in the same house)
- o U.S.A.: Spaceship Earth

Also available in English, French, and Spanish are the UNESCO materials, which are especially useful to teacher trainers.

Much evidence suggests that, with appropriate training, culturally different students do achieve leadership (Khatena, 1971; Torrance & Torrance, 1972; Wolfe, 1971). Achievement patterns can and should be analyzed to determine the impact of leadership development programs on the culturally different, particularly as regards the value systems of their respective cultures. Longitudinal studies, systematically mounted and with substantial commitment of resources, would provide a sound basis for development of programs. Effective and positive leadership, emerging from multiple cultural values, needs to be thoroughly understood before it is implemented and carefully studied before it is assessed with any validity. It requires, moreover, innovation, flexibility, sensitivity, and understanding of the delicate and complex issues, which are inextricably bound to the values and ethical systems leaders of a truly representative society will use to shape the future.

This monograph deals with identifying and developing leadership potential in gifted children and youth. Ideally, in looking for ideas one would go directly to literature that deals directly with the terms "leadership" and "gifted." Practically, clues may be found in writings that deal with leadership without particular reference to gifted. Also, in searching for guidance in studying "culturally different gifted" one might look at methods for identifying "gifted" and for ways to work with "culturally different" as a subset.

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CHAPTER IV

WHAT ARE THE RATIONALE AND GOALS OF LEADERSHIP PROGRAMS?

Jim Hendrickson and Linda Addison

As indicated in Chapter I, there are several possible rationales for leadership development programs. These rationales may either justify including a leadership development component in differentiated services for gifted students or support the establishment of programs in leadership training itself. Whatever the rationale, the program goals should follow from it. Two sample rationales follow which a district might modify to meet its own needs.

Example One: Rationale - Orange County, Florida

For the first time in history we are in a period when studying the past is no longer sufficient to predict the future. Technological advances are forcing us to revise the way we interact within our civilization. Our energy base is rapidly being depleted. We are facing a global population explosion, which, if unchecked, will overload the planet. Nuclear technology is now available to countries that previously had no access to weapons of mass destruction.

Humankind is faced with challenges and complex problems. The preservation of an acceptable standard of living in the United States is dependent upon the abilities of our leaders to identify and solve those problems. The very survival of this nation as a world power relates directly to the training given to leaders of tomorrow.

Our leadership training program is based on several underlying beliefs. These are: 1) Leadership is a group function; 2) leadership skills can be taught; and 3) students can learn to evaluate leaders and their own leadership. The goals of our program reflect these beliefs.

STUDENT GOALS (Orange County Program)

Elementary School Goals

1. To identify the importance of groups.
2. To recognize and satisfy the needs of the group.
3. To recognize and assume various task roles.
4. To practice active listening.
5. To evaluate the effects of the group's work in terms of effort and interpersonal process.
6. To practice, analyze, and evaluate communication skills.

Junior High Goals

1. To identify functional and nonfunctional group behavior.
2. To identify stages of group development.
3. To identify the following leadership theories: great man or trait theory, situational theory, function theory, and times theory.
4. To define leadership in terms of traits and actions.
5. To identify techniques for managing and controlling conflict and controversy in group interaction.
6. To identify the nature and role of power in groups.

Senior High Goals

1. To analyze individual leadership styles and behaviors.
2. To identify task and maintenance functions in a group.
3. To identify functional and nonfunctional group behavior.
4. To identify leadership theories and styles such as Theory X and Y and situational leadership theory.
5. To apply leadership theory by participating in group activities, i.e., school, community, church, etc.

Five components comprise the leadership module used in Orange County's high school program. The components are all interrelated and are implemented in the high school using the existing curriculum and the political structure within the school as the vehicle for application.

The leadership programs' five components are:

1. Group dynamics - basic to the development concepts of functional and non-functional group behavior.
2. Values training - to help eliminate areas of confusion and conflict in areas like politics, environment, energy, etc.
3. Leadership theory - to define a leader, to identify techniques and strategies of leadership.
4. Self-diagnosis - to determine personal traits and behaviors relating to leadership.
5. Application - the practical use of leadership training in student activities, political campaigns or community groups.

Components are not taught in isolation but are combined and related to class management, current events, or other appropriate topics. In order to successfully implement this program, a highly competent teacher is required.



Figure 2. Orange County's model of leadership training*

*Used with permission.

Example Two: Rationale - Keystone

Rationale - Keystone Area Education Agency, Dubuque, Iowa

Although curriculum theory would suggest casting goals in terms of student behaviors, teachers often find it helpful to look at plans in terms of what they should do. Thus the following Chart, developed at the Area Educational Agency in Dubuque, Iowa, provides teacher direction as to where students should be going but also gives suggestions on grade levels, types of options and implications for supportive actions.

Figure 3. Where Students Should Be Going

FOCUS/GOALS FOR LEVEL - FOR TEACHERS	LEVEL	OPTIONS	IMPLICATIONS
to provide experiences within the classroom to exercise leadership skills: in charge of groups, teacher helpers to emphasize social skills such as sharing, cooperation and responsibility	K-3	a) In classroom	inservice for classroom teachers: identification activities/structure
		b) Component of formalized program (program already in existence)	- may or may not be identified leaders - leadership training would enhance student skills - inservice
to identify the needs and importance of groups to practice, analyze and evaluate process skills: problem solving, planning, communication, decision-making to explore the role of power, influence and authority in identified leaders - past and present	4-6	a) Component of formalized program (program already in existence)	- inservice for program coordinator/facilitator - may or may not be identified leaders - leadership training would enhance student skills
		b) Leadership Group	- coordinator/facilitator assigned to group - development of a real product (project)
		c) In classroom	- identify appropriate strategies - build into the curriculum
to provide the opportunity to learn leadership skills: planning agendas, committee goals, conducting meetings, evaluating an organization's effectiveness, public speaking to investigate his/her own set of values and attitudes to provide the student leader the opportunity to play a role in the identification and solution of problems affecting the school community to practice, analyze and evaluate interpersonal communications skills: listening, assertion skills, conflict resolution	7-8	a) Leadership Unit	- becomes an elective activity during school's designated "activity period" - could be identified students or self-selected - could be offered once or twice a year
		b) Leadership Seminar	- three days of intensive leadership training - students released from classes - all students or selected group could participate (in established program)
		c) Leadership Workshops	plan periodic half-day workshops for identified student leaders (student council, other club officers, etc.)

Figure 3. (Continued)

FOCUS/GOALS FOR LEVEL - FOR TEACHERS	LEVEL	OPTIONS	IMPLICATIONS
to develop an expanded awareness of the significance of the work of a leader in his/her school and community to understand and have knowledge of a variety of productive leadership styles to enlarge and refine his/her repertoire of leadership skills to be motivated to assume leadership roles in his/her school and community	9-10	a) Leadership Class	- one semester class with credit - project oriented
		b) Weekend Intensive Training	- self-selected or invited by program coordinator - requires much coordination - could be by school or by district
		c) Leadership Component - part of formalized program	
		d) Leadership offerings in the community or by organizations	- colleges, scouts, YM/YWCA, civic groups, Junior Achievement, FFA - Iowa Association of Secondary Principals Leadership Conference
		e) Summer Training Programs	
to create opportunities which offer students an awareness of leadership responsibilities: - an identification of real problems - a commitment to a process of decision-making - a commitment to a course of action - an evaluation of the outcome	11-12	a) Leadership Class	one semester class, with credit
		b) Mentorship/Internships	- requires a teacher/coordinator - utilizes community resources - training program for community resource people
		c) Leadership Component - part of formalized program	
		d) Mini-Leadership Workshops	designed for designated student leaders
		e) Summer Training Programs	

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The Orange County and the Dubuque, Iowa, plans show some differentiation at various grade or school levels. There is a sense of continuity in that each succeeding level builds upon the earlier one. Whatever approach is used, it is important that this sense of ongoing purpose be maintained. Following is another way to establish five broad goals in terms of pupil learnings. This five-goal rationale can serve as an overlay against the grade/school levels indicated in the two previous examples.

OVERALL/STUDENT GOALS AND OBJECTIVES FOR LEADERSHIP DEVELOPMENT

- I. To participate in a variety of leadership experiences
 - a. Create products/conduct investigations
 - b. Develop presentation skills
 - c. Become skilled in conflict resolution
 - d. Develop responsible risk-taking
 - e. Become familiar with a variety of presentation methods
- II. To become an effective leader
 - a. Learn ethical decision-making
 - b. Develop human relations skills
 - c. Become a logical thinker
 - d. Become an effective communicator
 - e. Develop time-management skills
 - f. Develop skills of organization
 - g. Become future-oriented
 - h. Develop an attitude of global concern
- III. To become knowledgeable about leadership
 - a. Become familiar with historical leaders
 - b. Become familiar with current leaders
 - c. Learn about different leadership styles
 - d. Learn how to sell an idea
- IV. To become a creative problem-solver
 - a. Develop a wide variety of approaches to solution-finding
 - b. Increase creative, high-level thinking skills
- V. To develop a positive self-concept
 - a. Promote self-reliance
 - b. Develop self-awareness
 - c. Increase self-actualization

Summary

Gifted young people searching for various types of leaders throughout the ages may encounter the Roman philosopher Seneca. Attributed to him is the saying, "If a man does not know to what port he is sailing, no wind is favorable."

From the goal options noted in this chapter, planners should select the Port of Leadership which suits their situation.

CHAPTER V

WHAT CONCEPTUAL MODEL WILL GUIDE YOU?*

Jeanette P. Parker

The times cry out for leaders to guide the people safely in a world where, without vision, more people will perish in more different ways than have ever perished before.

-Leta Stetter Hollingworth, 1939

Never before in the history of man has Hollingworth's prophetic statement been more relevant than it is today. As Torrance (1962, p. 6) observed, "Democracies collapse only when they fail to use intelligent, imaginative methods for solving their problems. Greece failed to heed such a warning by Socrates and gradually collapsed." No longer can we justify gifted programming solely on the basis of student need. We must recognize as well that gifted leadership for the future is essential to the very survival of society.

The LEADERSHIP TRAINING MODEL (LTM) was built on the premise that differentiated programs for the gifted should designate leadership development as their major goal. It further implies a need for integrated leadership--the development of leaders who possess a healthy balance of cognitive and affective, of right- and left-brain characteristics--who can "use intelligent, imaginative methods for solving their problems."

The literature reveals four major areas in which leaders must be proficient: Cognition and Problem-Solving (left-brain skills), and Interpersonal Communication and Decision-Making (right-brain skills). LTM presents a system for integrating these four basic components to form a comprehensive paradigm for gifted programming.

*This Chapter is adapted from Jeanette Parker's "The Leadership Training Model" in G/C/T, Sept./Oct., 1983. Permission to use granted by publisher Marvin Gold.

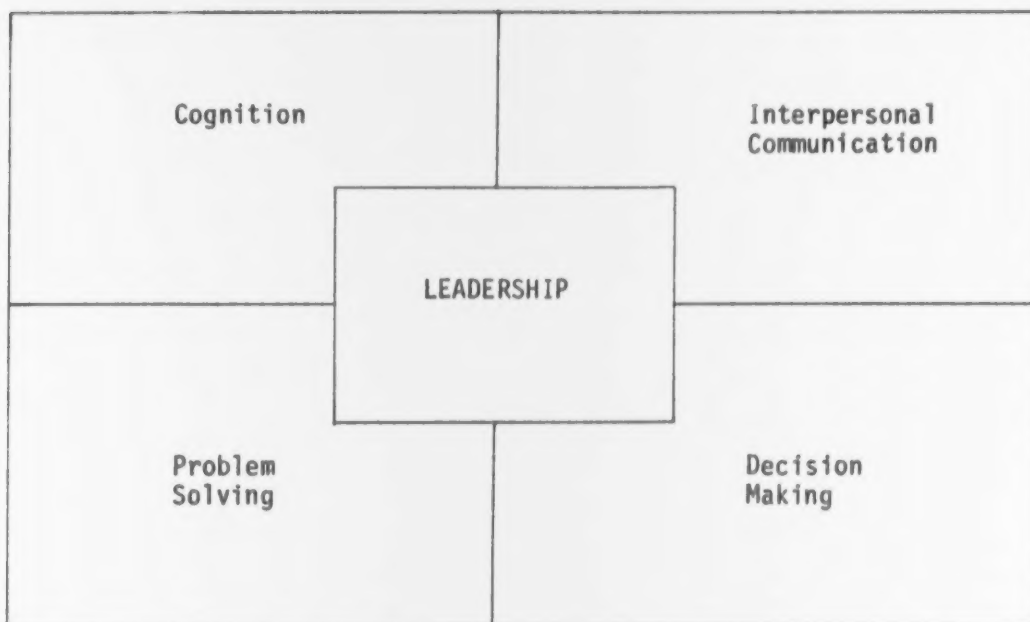


Figure 1

Cognition

Cognition implies factual knowledge. A steadily increasing number of specialists in the field of gifted education are decrying the need for emphasis on advanced cognitive preparation. Gifted students need no more rote learning, no more emphasis on the lower levels of Bloom's Taxonomy. What is needed is a swing toward training in cognitive process and greater emphasis on the higher levels of thinking. Also essential here is the freedom to use one's own most suitable learning style. The Cognition component of LTM comprises four stages: Exploration, Specialization, Investigative Skill Training, and Research.

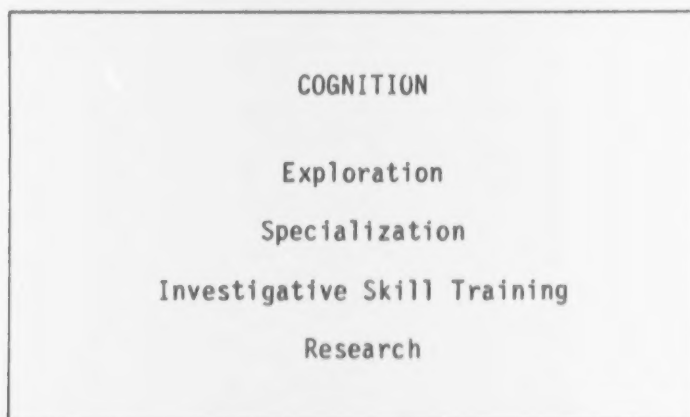


Figure 2

Exploration is the first step in the drive for cognitive strength. Essential for the development of a broad and strong content base, the exploration of a wide variety of cognitive areas can be accomplished through such strategies as the use of community resources (field trips, guest speakers, mentors), classroom learning centers, and effective use of media. Equally important in this consideration is the acknowledgment of, and programming for, the differing learning styles of trainees in leadership programs.

Specialization involves the narrowing process, resulting from exposure to a broad conceptual base. In this stage of the Cognition component, the student is encouraged to focus on a particular topic or problem to be investigated in more depth. The skill of problem definition, an extremely relevant and important stage of the creative problem-solving process, must be taught as a cognitive skill as well.

Investigative Skill Training provides requisite skills necessary for and appropriate to the topic or problem the student wishes to investigate in depth. Of particular importance in this stage is the development of efficient research skills. A sequential plan of investigative skill training should begin in the early grades with instruction in the use of the card catalog, the dictionary, the encyclopedia, and other elementary reference sources, and continue on a structured basis to provide the skills needed as the student progresses in sophistication. By the time the gifted student has reached the middle grades, a firm command of methods for using current literature as well as resources outside of the educational plant (e.g., tombstones, public records, interviews) should have been acquired. There should be a natural inclination for brainstorming in the search for unique sources of information and some familiarity with elementary statistical procedures. These skills, while they are not within the grasp of the "average" student, are most decidedly appropriate for and within the reach of the gifted. The provision of advanced instruction in these skills offers the finest in differential programming for the gifted.

Research, or the application of the skill training acquired in the previous stage, culminates the training process and prepares the student experientially for innovative and cognition-based leadership. The Type Three product of Renzulli's (1977) Enrichment Triad Model is an excellent example of this type of application. With its completion, the final product of reality-based investigation and research culminates the Cognition component of the LEADERSHIP TRAINING MODEL, preparing the student for the lifelong continuous acquisition of new skills and information.

Problem-Solving

If we believe that investigative research must involve the inquiry method, then the acquisition of problem-solving skills must be a complementary part of the leadership training process. The LEADERSHIP TRAINING MODEL proposes a six-step creative problem-solving approach which the author

believes synthesizes the literature most effectively: Problem Perception and Definition, Incubation, Creative Thinking, Analysis, Evaluation, and Implementation.

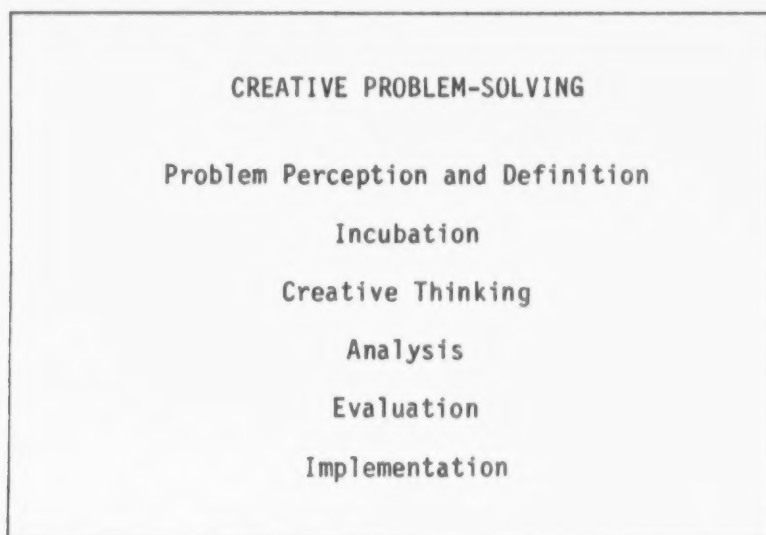


Figure 3

Problem Perception and Definition. Torrance (1974) has defined creativity as "a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results" (p. 8). Dewey proposed five steps of problem-solving: (1) Sensing a difficulty; (2) Locating and defining it; (3) Suggesting possible solutions; (4) Considering consequences; and (5) Accepting a solution (Khatena, 1982). If there is no perception that a problem exists, then the problem cannot be defined; without definition, solution cannot result.

Incubation. Wallas's (1926) paradigm recognizes incubation as one of the four primary stages of the creative process. A search of the writings of great scientists and artists of the past caused Osborn (1963) to suggest that incubation encourages illumination. Torrance (1964) believes that the provision of quiet periods with no planned activity is conducive to creative thinking. The LEADERSHIP TRAINING MODEL therefore proposes incubation as an essential step in the creative problem-solving process.

Creative Thinking. Once the problem has been defined for attack, and a period of inactivity has been allowed for subconscious examination to take place, time must be given to creative thinking and production. At this stage of the process, the illumination that resulted from the incubation

stage is transformed into ideational productivity. Utilizing brainstorming techniques (Osborn, 1963), alternative solutions to the defined problem are proposed for consideration. In this stage, various strategies are used to increase the productivity of the participants, giving particular attention to the four basic factors of creativity that are found most often in the literature: Fluency, Flexibility, Originality, and Elaboration. Other strategies such as the use of synectics (analogies, forced relationships, etc.) may be further utilized to increase the productivity of thinking at this stage.

A capital point to remember in the creative thinking stage of the process is that judgment must be deferred during ideation. This deferral refers not only to judgment of the ideas of others, but to judgment and holding back of one's own ideas as well. Also of prime importance in the development of creative thinking ability is an understanding of the creative process itself--what creativity is, conditions necessary for its fruition, and factors which mitigate against its realization. Research reveals that creative teachers foster creative learning in their students. It is therefore essential that creative techniques be employed in the education of the gifted for leadership.

Analysis. After the creative thinking process has been activated to produce a maximum number of alternative solutions to the problem, these alternatives must be evaluated. The first step in the evaluation process is analysis of the strengths and weaknesses of the various ideas. At this stage some of the ideas will be eliminated immediately for lack of feasibility, for legal or moral reasons, or for other obvious reasons. Practically speaking, the analysis stage narrows the list of alternative solutions to a workable number for evaluation. Also at this stage similar solutions may be combined and improved to present a more feasible list.

Evaluation. The evaluation stage of the creative problem-solving process provides a vehicle for decision-making. At this stage, criteria are developed for evaluating the alternative solutions. The numerical rating of each solution in accordance with each criterion and the totalling of these numerical ratings result in the identification of one or two alternatives which should be most appropriate for the solving of the problem.

Implementation. After the alternative solutions have been evaluated and the best solution has been selected, the implementation of the solution culminates the process. The first sub-stage of implementation is the improvement of the selected solution. Usually, improvement of a solution requires the listing of the details which will enhance the solution. At this stage it is helpful to break the solution down into a sequential pattern of steps which must be attained in order to achieve implementation. A "trouble-shooting" analysis of each of these steps, taking first a "devil's advocate" position and then a facilitator position, aids in the anticipation of potential problems and the location of potential supports. The third sub-stage of implementation is the planning of an actual schedule for the accomplishment of each step of the solution. When each step has been scheduled, the final step is action. And, thus, the creative problem-solving process is completed.

A final word should be added to emphasize the urgent need for training gifted students in the creative problem-solving process. Surely, no reasonable philosopher would dispute that our society is in the process of radical change, and most will admit that one's inability to cope with this change often results in the condition which Toffler (1972) refers to as "future shock." According to Toffler, society has an urgent need to develop in our future citizens the ability to invent creative responses, to evaluate and cope with new situations, to recognize that the future can be shaped by man. He contends that we must both shape the technology of the future and enhance the abilities of future citizens for dealing with rapid change if we are to prevent "future shock." If Toffler and other futurists are correct, then a command of the creative problem-solving process and the ability to utilize it efficiently must be included in any leadership training program. In addition to planned training in the actual process, however, we must develop future awareness through futuristic studies. Only by preparing our potential leaders for future problem-solving can we hope for the survival of mankind.

Interpersonal Communication

One of the primary characteristics of an effective leader is the ability to work with other people. The development of effective group dynamics through the use of interpersonal communication techniques is an essential part of leadership training. The literature suggests that the development of effective interpersonal communication must follow a continuum beginning with self-awareness. The Leadership Training Model proposes the following continuum: Self-Realization, Concern for Others, Cooperation, and Conflict Resolution.

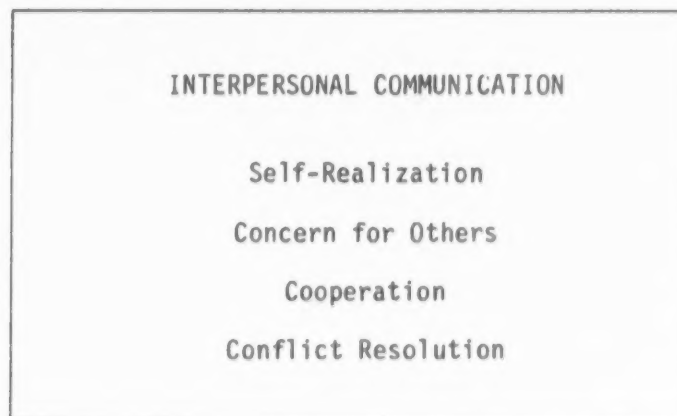


Figure 4

Self-Realization. Maslow's (1959) widely-accepted theory that creativity and self-actualization are closely related lends support to the cry for leaders who are mentally healthy, morally strong, and generally self-

realized individuals. The literature indicates that self-awareness and a healthy self-concept are prerequisites to self-realization or self-actualization. Many types of activities have been developed for this purpose. The use of dyad sharing techniques, the cautious and educated use of interest inventories and sociometric devices, and the application of group counseling techniques and other strategies are effective for developing self-awareness and self-concept. Above all, it is essential that the LTM facilitator be a humanistic educator, expressing concern for the individual, valuing his/her students as human beings, and displaying empathic understanding (Rogers, 1969).

Concern for Others. When self-awareness has been built and the self-concept has been developed to a healthy and realistic level, the individual can begin to be sensitive to others in the group. Sensitivity to the needs of others, the ability to listen and to recognize the value of other contributions to the group product are essential elements in the building of group process skills.

Cooperation. For a leader to elicit cooperation from group members, it is essential that basic communication skills be learned. LTM proposes the inclusion in the gifted curriculum of such basic communication experiences as public speaking, oral interpretation, parliamentary procedure, and debate. The potential leader who has become skilled in these areas of communication is ready to begin the task of working with others. At this point the use of group dynamics activities such as Broken Squares (Pfeiffer & Jones, 1974), group projects, and simulation can help to foster a spirit of group cooperation. The ability to work together in a cooperative effort is essential to the development of effective leadership. Also important in the development of group work skills is the teaching of social skills--courtesies, tact, and diplomacy. Finally, the ability to lead further demands some understanding of human psychology, including techniques for persuasion and change agency.

Conflict Resolution. Much has been written in recent years regarding the role of conflict resolution in leadership and interpersonal communication. Filley (1975) suggests several values of including conflict in the group process situation: (1) The constructive use of conflict helps to diffuse or prevent more destructive conflicts; (2) conflict stimulates the creative process through a need for new solutions; and (3) the need for group cohesion and cooperation is stimulated by the effort to overcome the conflict. The use of structured conflict and its resolution through problem-solving is an important contribution to the development of interpersonal communication skills and therefore is an essential component of any effective leadership training program.

Decision-Making Skills

The ability to make intelligent, rational, and responsible decisions is a final essential quality for effective leadership. Effective decision-making requires independence of thinking and action, self-confidence, acceptance of responsibility, task commitment, and moral strength. The Leadership Training Model proposes a series of planned experiences designed to develop these aspects of decision-making. The goals of

training in this component of LTM include the development of realistic goals, ability to organize and implement plans for meeting these goals, and both formative and summative evaluation. Strategies which lend themselves well to the development of decision-making skills include values clarification, role-playing, and counseling.

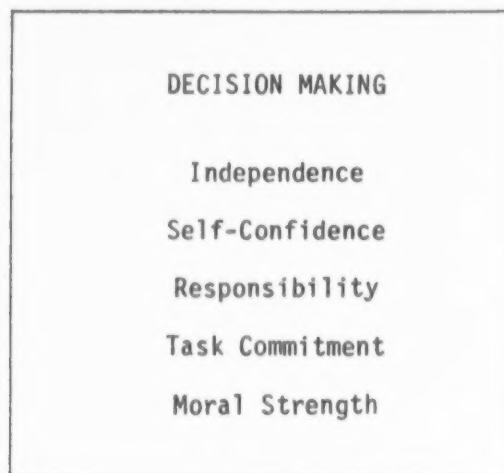


Figure 5

Values Clarification. One important prerequisite of decision-making ability is moral development--particularly, the development of a clear values system to guide these decisions. Values clarification activities enable the facilitator to clarify and strengthen the home-based values brought to the class situation by the individual student. It is important that the facilitator's own values NOT be forced upon the students, as a dogmatic attitude will prove to be counter-productive in the development of independent decision-making skills. There are many types of values clarification activities which can assist the individual in strengthening the existing values system. Simon, Howe, and Kirschenbaum (1972) suggest the use of such strategies as Values Voting ("How many of you think the most qualified person usually wins in school elections?" p. 39), Either-Or Forced Choice ("Are you more of a loner or a grouper?" p. 95), Unfinished Sentences (p. 241), Taking a Stand (p. 255), and others.

Role Playing. One of the most effective strategies for building group process skills is the use of role-playing activities, particularly simulation and sociodrama. Hyman (1974) points out several advantages to the use of these techniques. Applying his assertions to the current topic of leadership development strategies for use with gifted students, the Leadership Training Model offers the following advantages of role-playing for the accomplishment of this goal:

- (1) People learn by doing. Role-playing enables students to learn by acting. As Socrates once said, "... in teaching children, train them by a kind of game, and you will be able to see more clearly the natural bent of each" (Hyman, 1974, p. 237).

- (2) The student experiences confrontation and conflict resolution through role-playing activities. The values of conflict have been discussed earlier.
- (3) Motivation for learning is fostered through active pupil participation and through recognition of the relevance of learning for success. Role-playing provides these experiences.
- (4) Through role-playing strategies, particularly simulation and sociodrama, the student is given the opportunity to test, in a psychologically safe environment, the possible results of future actions. This advantage allows the student to see, as Toffler (1972) deems necessary, that it is possible to change and control to some extent one's future destiny.
- (5) Role-playing activities allow immediate opportunities to apply what has been learned.
- (6) Simulation and sociodrama encourage the development of advanced thinking skills. Critical thinking is fostered through the analysis of alternative solutions. At the same time, the value of intuitive thinking is seen through confrontations which do not allow time for critical analysis. Decision-making skills are then strengthened in the process.
- (7) Interpersonal communication skills are built through the need for group cohesion and cooperation. Simulation provides opportunities for practice in this area.
- (8) Finally, the provision of a debriefing session following the use of role-playing activities fosters the development of evaluation skills.

Counseling. It is widely recognized that the common characteristics of the gifted are accompanied by a set of recognizable but solvable concomitant problems. The acknowledgment of these problems as common among their peers helps gifted students to reach the first step in problem resolution. Piaget believed that social interaction fostered the relinquishment of egocentricity (Ginsburg & Oppen, 1969). Group interaction with intellectual peers must be an integral part of any differentiated program for gifted students. Group counseling techniques used effectively by a trained teacher will go a long way toward the development of a healthy self-concept in these potential leaders, the first prerequisite for effective interpersonal communication.

Relevance of LTM to Current Need

Leadership has been defined as "ability that facilitates the handling and the representing of people as well as the initiating of events and situations on their behalf" (Khatena, 1982, p. 55). If this is truly what leadership is all about, then our only chance for survival as a society is to develop gifted citizenship with the intellect and the imagination to lead. The Leadership Training Model offers a framework within which such leaders can be developed.

Gleaned from research on the abilities, characteristics, and styles of leaders whose successes are legendary, the components of the Leadership Training Model provide a combination of abilities which the philosophy of gifted education can readily espouse. The intertwining of academic exercise (cognition and problem solving) with the affective components which all too often are relegated to the gifted enrichment program (practice in interpersonal communication and decision-making skills) lends a balance that integrated curriculum demands. If we accept the findings of recent research on the necessity to utilize both hemispheres of the brain, then we must similarly accept the essential nature of balance in the curriculum. It is toward this end that the Leadership Training Model is offered as a new approach for comprehensive, integrated programming for the gifted.

ACTIVITIES FOR LEADERSHIP DEVELOPMENT

COGNITION

- All Levels: Field Study Excursions
Resource Speakers
Audio-Visual Media
- Elementary: Learning Centers
Research Skills:
Using the Library
Using Basic References (Dictionary, Encyclopedia,
Nonfiction Books, Nontechnical Periodicals,
Indexes)
Interviews
Simple Surveys
- Secondary: Mentorships/Internships
Research Skills:
Field Research
More Sophisticated Reference Sources (Public
Records, Journals)
Public Opinion Polls
Elementary Statistical Procedures (Measures
of Central Tendency, Chi Square, Pearson r)

PROBLEM SOLVING

- All Levels: Brainstorming
Creative Problem Solving
Futuristic Problem Solving
Scientific Method of Problem Solving/Inquiry
- Secondary: Conflict Resolution

INTERPERSONAL COMMUNICATION

- All Levels: Group Counseling
Dyad Sharing
- Elementary: Trust Walk
Broken Squares
Courtesies
Recognizing the Value of All Contributions
- Secondary: Public Speaking
Argumentation and Debate
Parliamentary Procedure
Kangaroo Court
Conflict Resolution

DECISION MAKING

All Levels:	Values Clarification Simulation Sociodrama and Other Role-Playing Activities
Elementary:	Social Action Projects (School grounds cleanup, Collecting cans for charity)
Secondary:	Community Action Projects (Contributing service hours to community agencies, working with local officials to correct community problems) Argumentation and Debate Intercultural Simulations

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CHAPTER VI

INSTRUCTIONAL MODELS

Marilyn Dow and Albert I. Oliver

You have selected students for your Leadership Program. Goals have been determined. A conceptual model guides you. You have suggestions for a variety of ways to organize your program. Now, What will you do in the classroom?

Following are some samples from a number of different programs that have worked. Every detail of each offering is not included; you and your creative students should develop your own activities to carry out the objectives you have chosen. As a starter, however, look at these objectives that should be incorporated throughout your school's K-12 sequences.

ON-GOING OBJECTIVES

(Suggested by Eleanor Johnston of Keystone Area Education Agency, Iowa)

- | | |
|---|---|
| 1. Leadership Theory and Behavior <ul style="list-style-type: none">- "leadership" in literature- biographies- autobiographies | 5. Debate and Public Speaking |
| 2. Verbal - Non-verbal Skills <ul style="list-style-type: none">- group discussion skills- questioning skills- giving and receiving feedback- body language | 6. Negotiating Skills |
| 3. Listening Skills <ul style="list-style-type: none">- parroting- paraphrasing- listening to feelings- confronting | 7. Group Problem-Solving |
| 4. Leadership Functions <ul style="list-style-type: none">- education- legal system- dance, music, art- athletics- military- politics- religion | 8. Parliamentary Procedure |
| | 9. Assertiveness Training |
| | 10. Conflict Resolution |
| | 11. Creative Productive Thinking Skills <ul style="list-style-type: none">- fluency, flexibility, originality, elaboration- analysis, evaluation |
| | 12. Decision-Making |
| | 13. Values and Moral Development |
| | 14. Role of Power, Influence and Authority |
| | 15. Planning and Organizing Skills |

Using Bloom's Taxonomy

At Southwestern Middle School (Lakewood, N.Y.) People magazine was chosen as an attention-getter to highlight individuals in different types of leadership positions. From a study of these "people types"--sports figures, entertainers, rock groups and political leaders--a composite definition of an ideal leader was formulated.

From these introductory steps the teacher worked with Bloom's Taxonomy (1956) to encourage progress to higher-level thinking skills. These levels--analysis, synthesis and evaluation--represent those skills which Toffler (1970) asserts will be demanded of competent leaders of the future.

Following are sample activities drawn from several issues of People and the appropriate level of Bloom's Taxonomy for each:

- I. Level One - Knowledge
 - A. Identify five leaders from the political scene.
- II. Level Two - Comprehension
 - A. Explain why some people become leaders and others prefer to be followers. Use examples from three articles to support your explanation.
- III. Level Three - Application
 - A. Put into action a plan to counteract the influence of Castro in Latin America.
- IV. Level Four - Analysis
 - A. Considering a quote from this magazine, "The important thing is will," include several statements about the value of stick-to-itiveness for leaders.
- V. Level Five - Synthesis
 - A. Compile a list of qualities which successful leaders seem to have in common. Use at least five examples to support your opinions.
- VI. Level Six - Evaluation
 - A. Using selections from this magazine, prioritize what you consider the essential ingredients for successful leadership. Explain what you mean by "successful" and "essential"; then, justify your rationale for the basis of your prioritizing.

Throughout successive units, the class can develop actual performance objectives for each level. Teaching the Taxonomy as a sequential process increases student awareness of the need to "stretch their minds."

Working With Williams

In order to integrate cognitive and affective behavior, a teacher might consider a model such as that proposed by Frank E. Williams (1969). This theory was used to develop questions for classroom use by the Southwestern Middle School students--again, using People as their primary resource.

To Encourage: Original Thinking, Flexible Thinking, Elaborative Thinking, Imagination.

Through: Leadership Theme, Creative Writing

Using: Strategies

No. 5 - Provocative Questions

Q. Write one obvious answer to the following kinds of questions about leaders. Write the first thing that comes into your mind.

A. Why are famous writers considered leaders?

To Encourage: Fluent Thinking, Imagination

Through: Creative Writing, Topic of Leadership

Using: Strategies

14. Evaluate Situations

Q. Create a collage of pictures that depict various leaders who are familiar to teenagers. Captions may be added to increase interest. Have other students react to something stimulating or controversial in this collage. Respond in any type of writing.

Through the use of questions such as these, the Williams Model promoted additional higher-level cognitive and affective skills.

Future-Aimed Instruction

What is the relationship between leadership skills and future living skills? The Yakima Public Schools (Washington) personnel devised a model to help the classroom teacher develop futuristic/leadership skills with gifted young people. (See ED 148-075.) Activities for this program are designed to assist the learner to:

Understand one's self,
Understand one's attempt to accept or to make change for the future,
Understand the process of inventing alternative futures, and
Understand and accept the responsibility for action in initiating alternative futures.

Although the units tended to emphasize futuristics, teachers noted that pupils were learning leadership skills at the same time. This combination is noted in the mini-unit, "Plant Energy."

PLANT ENERGY

Elements

Futures - Forecasting
Leadership - Creative Problem-Solving

Activity #1

Measurement of emotional reactions of plants

Materials:

Several houseplants, (philodendron type), galvanometer or lie-detector device (polygraph)

Time:

This activity quite possibly could be accomplished in 40-50 minutes or could extend over a longer period of time depending on how far the teacher wished to pursue the activity and how long the polygraph was available.

Procedure:

Attach the polygraph device to the plants. Threaten the plant with some real danger such as fire or the cutting of a leaf. Examine the polygraph to see if there is any evidence of a reaction.

Evaluation

Complete an evaluation sheet at the end of the prescribed time, answering the following questions:

1. If all plants did not react in exactly the same way, what possibilities could account for this?
2. If findings support the hypothesis that plants are capable of reading minds, devise one possible manner in which this could be used to man's advantage for the future. Use a brainstorming procedure in a triad to establish your answer.

Variations

If the teacher wishes to set up long term experiments he/she may wish to investigate the February and June, 1971, issues of Popular Electronics.

Triad in Operation - Middle Grades

The Triad Model (Renzulli, 1977) as applied to a specific student is well illustrated in the case of a fourth grader named Mark. A program plan was developed to address the fact that Mark was new to a school and dealt with a variety of difficulties inherent in that situation.

Type I activities related to what one experiences when new to an area. A local organization, the Welcome Wagon, described to Mark the services they provided and offered information about the city. Type II activities involved Mark's becoming skilled with a tape recorder and camera, learning interviewing techniques, how to write, edit and read a script, and how to shape photographs and a script into a presentation.

Mark's Type III product was a slide/tape presentation that would introduce new students to the school, teach them about its overall operation, and provide information about the location of the library, offices, gym, etc.

During the product development, Mark worked with a photographer, viewed films, read books, and interviewed students, teachers and the principal. Because Mark's school was for fourth-sixth grades, all incoming fourth graders were new students. Mark's Type III product was to be shown to those children as well as to others new to the building. Organizations beyond the school that were being considered included the PTA, Scout groups, the Chamber of Commerce, and the school board. The option existed, also, for Mark to enter his presentation in a media contest.

Mark developed several leadership skills through the use of Triad. Among them were written and oral communication, use of audio-visual equipment, organization, interviewing, motivation and selling an idea.

Reference: George Magrave, Investigations
Southern Prairie AEA 15
Route 5, Box 55
Ottumwa, Iowa 52501

Triad in Operation - High School Level

Renzulli's Enrichment Triad Model was the curricular base for the leadership program at East High School in Waterloo, Iowa. The students had a variety of Type I seminars which resulted in their selecting several individual, small group and large group projects. One total-group project was the conversion of an adjoining vacant lot into a park. This idea was chosen because the students wanted to create a memorial for former teachers.

Some of the Type I topics related to organizational structures, city government, and park development. Type II experiences included lobbying techniques, public speaking, psychology, and specific forms of written communication. Additional topics encompassed goal setting, brainstorming and evaluation, planning, and fund raising.

Students met with various school personnel, including the principal, teachers, custodians, and the superintendent. They held meetings with the Parks Commissioner and the mayor. Students obtained funds from a school organization, a labor union, and a construction company. They also received a donation of trees from the Parks Commission. Much of the labor and the materials for a large school marquee were donated by an alumnus.

The resulting Type III project was a park that now has twenty-one trees. It also features a marquee that announces upcoming school events. Students in the program gave presentations about the project to their faculty and the school board. Press coverage was provided by the local newspaper. Plans have been made for further park development. To assure long-term project maintenance, the role of the junior class president has been expanded to include responsibility for overseeing the park.

LEADERSHIP PROGRAMMING
USING THE
ENRICHMENT TRIAD MODEL

Type I Activities	Type II Activities	Type III Activities
Exploratory Topics (large group)	Process Skills (group, individual)	Products, Experiences, and Investigations (small group, individual)
Motivation Salesmanship Leadership - styles - behaviors - characteristics - examples Civil Movements Political Process Career Options Autobiographies - business - government - medicine - law - religion - etc. Community Involvement Self Awareness Self Concept Body Language Leaders - school - community - state - nation - world Futuristics Computers Economics Sociology Demography Politics Philosophy	Decision Making Goal Setting Time Management Communication - writing - speaking - listening Communication styles - reporting - persuasive Assertiveness Training Training in Talent Area(s) Computer Usage Human Relations Creative Problem Solving Foreign Language Conflict Resolution Task Management Parliamentary Procedure Presentation Skills Planning Logic Debate Predicting Cause and Effect Value Clarification Divergent Thinking Interviewing Organizing Risk Taking Summarizing Observing Classifying Analyzing	Internship Speech Position Paper Letter to Editor Display Audio Tape Video Tape Film Book Chart Political Action Computer Program Lecture Debate Article Training Program News Report Slide/Tape Production Radio Program TV Presentation Investigation Experiment Impact Statement Editorial Portfolio Stimulation Leadership Role - school - community - beyond community Plan a/an - system of govt. - advertising campaign

(Continued)

LEADERSHIP PROGRAMMING
USING THE
ENRICHMENT TRIAD MODEL

<u>Type I Activities</u>	<u>Type II Activities</u>	<u>Type III Activities</u>
Exploratory Topics (large group)	Process Skills (group, individual)	Products, Experiences, and Investigations (small group, individual)
Ethics Management Strategies Case Histories Forecasting Cybernetics Psychology Etc.	Comparing Categorizing Evaluating Hypothesizing Memory Training Research Skills Speed Reading Inquiry Etc.	Implement a/an - course of action - survey Organize Advocacy Group Draft a Law Proposal Create a Product Train Others Have/be a Mentor Etc. _____

Marilyn Schoeman Dow
(Based on The Enrichment
Triad Model, Renzulli (1977);
Creative Learning Press).

Psychology of Leadership

At Western Heights High School (Oklahoma City) Project LEAP (the Leadership Education Apprenticeship Program) emphasizes the "Psychology of Leadership" in order to help students better understand themselves and others. Through a series of specially designed units, the students become aware of the basic needs of people and how these needs influence an individual's behavior. Theories of personality, small group behavior roles, self-concept, good leader techniques, values and decision-making are some of the units studied to increase awareness. Open class discussions, role playing, dyads, panel discussions and experiments are used to examine behavior. The students develop a more accepting attitude toward themselves and deal more effectively with others.

It is important to have a non-judgmental atmosphere which assures students that it is safe to speak openly, to admit their uncertainties, and to use their own minds. Teachers must present their opinions in a way that makes it clear that the assertions are personal, informed by maturity and knowledge, but still only their own. They must respect the pupils' right to have their own opinions. Teachers, as well as the pupils, should strive to listen for understanding of what is being said, regardless of whether the listener agrees or disagrees.

I. BUILDING GROUPNESS

Objectives

1. To become acquainted quickly in a nonthreatening way.
2. To study first impressions and how they are formed.

II. THEORIES OF PERSONALITY

Objectives

1. To be aware of the major theories concerning the development of personality.
2. To decide what points in the theories are valid and applicable to the individual and his/her unique situation.

III TRANSACTIONAL ANALYSIS

Objectives

1. To understand that certain types of events predictably trigger certain ego states.
2. To know that one's behaviors tend to cause predictable responses from others.
3. To think objectively about one's own feelings.
4. To build skill in responding effectively to tight situations.

IV. SELF-AWARENESS

Objectives

1. To understand that the self is unique, made up of feelings, wants, abilities, and a collection of ideas or perceptions about self.
2. To become more fully aware of and to esteem the unique personal resources that help the real self grow.
3. To establish one's independence and to accept responsibility for one's personal behavior.
4. To know that self-respect is based on self-knowledge and an awareness of one's potential and to understand specific conflicts which can hinder the process of developing self-respect.

V. AWARENESS OF OTHERS

Objectives

1. To become aware of the psychological reasons for peer-group influence on the individual.
2. To gain a greater understanding and respect for the uniqueness of others.

VI. BECOMING A GOOD LEADER

Objectives

1. To understand that leaders are made, not born.
2. To recognize countless combinations of qualities that describe leaders.

VII. BEHAVIOR IN SMALL GROUPS

Objectives

1. To increase small group efficiency.
2. To understand the three basic types of behavior common to all small groups.
3. To analyze objectively individual behavior in terms of these three types of behavior and to build the skills necessary to deal effectively with weaknesses.

VIII. DECISION-MAKING

Objectives

1. To understand the five basic steps in problem-solving and to develop skills to efficiently implement the process.
2. To obtain group consensus.

IX. VALUES

Objectives

1. To understand that one's values are constantly changing.
2. To know that people's behavior is a more accurate revelation of their values than their talk about what they value.
3. To objectively analyze one's own values.

Five D's

Since effective communication is considered a necessary quality in leadership, developing this skill is an objective common to many programs. When a teacher and her principal at Todd Elementary School (Briarcliff Manor, N.Y.) looked for a unifying strand in their program for intellectually gifted students, they felt that oral communication would serve that purpose and would foster that skill in future leaders. The concept was broken into five strands. The Five D's follow in outline:

1. Daily conversation is the communication between individuals on a day-to-day basis. Topics include active listening, the power of words, voice inflection and body language, valuing own and others' thoughts.

Activities: Inquiry, IALAC by Sidney Simon
Source: Argus Communications, Niles, IL 60648

2. Delivering information is essentially public speaking. There is an emphasis on the public speaking skills of poise, eye contact, expression, and enunciation. Various types of speeches, e.g., expository, persuasive, informative, are stressed, also.

Evaluation is an important aspect of these activities.

Key Materials: Tell Well (a set of activity cards) by Judith Wooster
Source: D.O.K. Publishers, Buffalo, New York

3. Discussion skills are taught to the students. They learn about the roles people play in a group and how to improve their effectiveness in a group. Evaluation of skills is important.

Activity: Gifted Education in Our Community: To Be Or Not To Be? (a generic activity which can take any of several directions depending on students' needs).

4. Dramatics - Creative movement and creative dramatics are fun and profitable experiences that are important aspects of communications.

Resource: Improvisation for the Theater by Viola Spolin
Source: Northwestern University Press, 1963

5. Debate as an accomplishment begins with distinguishing between fact and opinion and moves on to different points of view and taking a stand on an issue. This leads to researching a topic, logically defending the point of view, and, finally, on to a formal debate.

Memphis Finds a Clue

The well-known CLUE Project in the Memphis, TN City Schools includes attention to leadership training and development for gifted junior/senior high school students.

Rationale. In recent decades much research has attempted to define leadership. Studies of crises revealed that persons with special talents and abilities became leaders when the situation warranted. Style, too, affected the quality of leadership, and that style, like function, depended on individuals' abilities to channel personal traits into the leadership position quickly.

In training students for leadership roles, we teach them to assess the situation, recognize and utilize talents within the group, and proceed in the most expedient manner. Methods and roles used by group members are influenced by the problem confronted and the amount of time allotted for a solution. We cannot build leaders, but we can teach children to recognize role functions and to analyze their effectiveness in relation to the situation. With practice, students can learn to manipulate their roles to achieve the desired outcome. Following are sample activities used in the CLUE Project to develop leadership skills.

I. REACHING A CONSENSUS

The purpose of this activity is to have students develop leadership skills by using persuasive arguments in decision-making. Students must be reminded that a consensus is not arrived at by voting. An evaluation of the situation is made by the group. Alternatives are examined by the group, and by means of persuasive arguments, the group reaches consensus.

Situation: The time is now. You are all top biologists in the fields of genetics, molecular biology, and eugenics. Because of the sometimes controversial nature of your work, a system of ethical restrictions to govern research must be established. These restrictions must be comprehensive enough to deal with the recent explosions of knowledge in your fields (knowledge of genetics doubles every two years). A system of ethical restrictions to govern research must be established. But who is to set these restrictions?

II. TA FOR LEADERSHIP (Transactional Analysis)

The purpose of this transactional analysis activity is to develop leadership skills by recognizing the role being used, discussing roles that might be effective, and changing roles to meet the needs of the situation.

Situation: A leading German scientist developed a formula for synthetic fuel shortly before he died. His brother (or sister) now has it but cannot develop it. A top U.S. oil company executive knows of the development along with one Saudi Arabian diplomat. Because of the extreme greed of all three, there have been underhanded negotiations harmful to world populations. The Americans want the formula in order to free themselves from dependence on OPEC. The Saudis want the formula to destroy it. The German scientist's brother has access to the formula, but no one else knows where it is hidden. He wants to give the formula to the Israelis because he feels it will give them independence and they will use it for the benefit of humankind. Miraculously, all of this has escaped the notice of the press. These three strong personalities, the German, the American, and the Saudi, have agreed to a secret meeting to try to work out an agreement. It is the last chance the U.S. official or the Saudi official will have to persuade the German to give it to them before the information is forwarded to Israel. Violence will do no good since the formula will be sent immediately to Israel if anything happens to the German. Negotiate a settlement.

Great People and Great Ideas

An exploration of lives and accomplishments past and present was developed for the Grade 7 Language Arts Seminar at Rose Tree Media, PA School District. The unit is designed to (1) allow students to recognize those qualities that permit outstanding accomplishments, (2) identify similar qualities within themselves, and (3) consider the responsibilities and inconveniences that accompany such characteristics. The activities, were selected to enhance thinking processes and language art skills, building on the premise that leadership development can be integrated into the total curriculum. The thinking processes include: Critical Thinking, Creative Thinking, Skills of Search.

MAJOR CONCEPTS

There are certain universal qualities of people who have achieved significant accomplishments.

External factors such as time, environment, and public acceptance have affected achievement.

There is often an interdependence of one person's achievement on another's.

Major achievements have had a significant impact upon knowledge in all areas.

LANGUAGE ARTS SKILLS

Independent Reading

Writing Forms: Poem, Limerick, Cinquain, Clerihew, Research paper, Narrative

Outlining

Research Skills: Using primary and secondary sources, choosing and narrowing a topic, writing a bibliography, notetaking, summarizing, sourcing, footnoting.

Library Skills: Using card catalogue, using a variety of reference materials.

Letter writing

Punctuation: Comma Usage
punctuating a letter
punctuating a bibliography
punctuating dialogue

Sentence combining

MAJOR OBJECTIVES/LEARNER ACTIVITIES

1. After examining the lives and accomplishments of great world figures both past and present through film, slide, and reading presentations, students will identify, isolate, and compare the common qualities of individuals who have been identified as great and will also show these findings in a creative product.
2. After researching lives and accomplishments of great people, students in small groups will select one person and create a persuasive ad campaign for celebrating a new national holiday honoring that person and present their campaign to the class for selection of one holiday to be planned and celebrated.

SAMPLES OF GREAT PEOPLE AND GREAT IDEAS FROM
DIFFERENT TIMES AND DIFFERENT LANDS

<u>EXPLORATION</u>	<u>LITERATURE</u>	<u>ARCHITECTURE</u>
Alexander the Great	Gustave Flaubert	Frank Lloyd Wright
Astronauts	Mark Twain	Buckminster Fuller
Amelia Earhart	Emily Dickinson	
Cousteau	Voltaire	<u>ENTERTAINMENT/ARTS</u>
<u>SOCIAL SCIENCE</u>	<u>STATESMANSHIP</u>	Rudolf Nureyev
Socrates	Julius Ceasar	Walt Disney
Gandhi	Thomas Jefferson	P. T. Barnum
Albert Schweitzer	Winston Churchill	Beverly Sills
Confucius	Golda Meir	<u>WARRIORS</u>
<u>DISCOVERY</u>	<u>MATHEMATICS</u>	Hannibal
Madame Curie	Pythagoras	Rommel
Copernicus	Archimedes	Ghengis Khan
Leonardo da Vinci		<u>MUSIC</u>
<u>SPORT</u>	<u>ART</u>	Mozart
Jackie Robinson	Michelangelo	Stravinsky
Henry Aaron	Picasso	Artur Rubenstein
Althea Gibson	Andrew Wyeth	
	Eakins	

The Roets Leadership Training Program

This program, created by Lois Schelle Roets (New Sharon, IA), provides an instructional framework that is both explicit yet flexible. With modifications it can be used for elementary school students, adolescents, or adults. The four major instructional components provide a basis for leadership training. These components, with sample activities, are as follows:

- I. People of Achievement (PA): A study of achievers and their achievements
 - A. Make a study of "leaders" from such groups as:
 1. Inventors
 2. Men and women of letters
 3. People who have contributed to transportation
 4. People driven by strong conviction
- II. Language of Leadership (LL): A study and practice of receiving and giving messages and information

- A. Understanding, using and reading body language
 - B. Understanding and using symbols
 - C. Considering behavioral choices--use playlets with crises and create different "endings"
- III. Project Planning (PP): A study of the skill of breaking a project into workable parts and putting it back together as a total unit of success
- A. Understanding personality types--fitting the job to the person
 - B. Using flow charts to plan a sequence of events
 - C. Delegating authority: Knowing when to "lead, follow or get out of the way"
- IV. Debate and Discussion: The skill and attitude needed to open one's mind to attitudes and ideas held by others
- A. Dealing with peer pressures
 - B. Identifying the real points at issue
 - C. Developing ability and confidence to express one's personal opinions
 - D. Differentiating between fact and opinion

Summary

The preceding instructional models are drawn from actual school programs. They show a variety of philosophies, objectives, and learning activities. However, any instructional models must be housed in an administrative plan as a basic framework. Chapter VI suggests a variety of forms in which the leadership offerings may be presented.

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CHAPTER VII

WHAT ARE SOME ORGANIZATIONAL OPTIONS?

Albert I. Oliver

You are interested in--perhaps even concerned about--developing leadership potential in your students. You have developed a procedure for identifying leaders; you have clarified the goals. Now, how might you organize the school experiences to carry out the intended purposes? The options range from a one-day event to a full year of course sequences as can be seen from the program descriptions that follow.

One-day events provide ways to sensitize the entire school and community to the need for leadership-developing experiences. Essentially, a Leadership Day is established in the school calendar. Regular classes are suspended, and the day is devoted to a variety of mini-classes, presentations, field trips, project reports, etc. Here is an excellent opportunity to bring in community leaders to tell of their leadership demands and experiences.

Area Education Agencies (and equivalent service centers for schools) may provide training workshops both for teachers and for students. The Allegheny, PA Intermediate Unit offers on-site, one-day Leadership for Creative Growth workshops to acquaint students in grades 7-12 with group dynamics, communications, and group observation techniques. This "basic" presentation is followed by a one-day advanced leadership workshop which broadens awareness through experiences in creative problem-solving and conflict resolution.

The Colloquia on Leadership (Project LEARN, East Lyme, CT) is another, more complex, modification of the one-day approach. Consistent with the notion that leadership requires practice, students play a major role in structuring and implementing the course experience. Following group process, self-awareness, decision-making and organizational development training, the students themselves conduct mini-conferences. These conferences are open to all students, and the selection of topics, panel members and location is the responsibility of the students in charge. Mini-conference formats during the three-to-five hour conference include panel presentations, guest speakers, and group discussion introduced and led by the Colloquia students.

Mini-courses provide another variation. A common pattern in the secondary school is to establish a credit-bearing mini-course for one term. Since levels of difficulty are noted for these courses, a Level (or Phase) 5 would be the most challenging for gifted. Here is one sample:

"Who Will Lead Them?" Gr. 10-12, Phase 5

Would you like to become a better leader? Learn leadership skills through a combination of selected classroom sessions, field lessons, mentorships, topical readings and community service.

Mini-courses, especially at the elementary school level, are often optional experiences that carry no credit. One day a month or every other Friday afternoon may be given over to mini offerings. Among the choices for students can be one or more courses to polish leadership attributes. Some schools have replaced their standard courses for a week with both a variety and a range of special "classes." Here, again, there are many opportunities to insert leadership-related sessions into the total program for that week.

Seminars afford vehicles for short-term exploration of leadership. Here, the qualities of leadership can be examined through the use of selected biographies. Here, too, is a chance, through group interaction, to teach the understanding that the culture and social group exert great influence on one's ways of perceiving, thinking, feeling and acting. Students should learn that different situations require different types of leaders. The seminar provides one opportunity for role playing of the characters in various situations found in the biographies. What change in conditions could change the leadership decision(s) and action(s)?

One skill important for leaders is the ability to motivate others. A unit on motivation techniques is possible through counseling seminars for gifted. This same unit is also useful for teachers and parents.

Community input is another important way to gain knowledge of leadership roles in the field. Portland, Maine, uses its "Anatomy of Leadership" to combine seminars and leadership personnel. Seven or eight day-long seminars throughout the school year are held off campus in a library, in a government building, etc. Each session presents leaders from government, business, industry, and the arts.

Resource Room and Learning Center arrangements may be used to focus on Leadership and its components. Yakima, Washington's Futuristic Leaders Program (mentioned in Chapter V) for instance, ties leadership and futurism together for 75 gifted students from grades three through eight. The program lists two interrelated skills: skills needed for living in the future and skills needed for effective and humanistic leaders. Students are bused once a week to the Advanced Learning Center for instructional programs to develop these skills.

This suggests building the experiences around a theme, e.g., futurism. Cohen (1979), in his investigation for a leadership program for grades four through six in the Seattle Public Schools, identified six themes: communication skills, value clarification skills, planning skills, decision-making skills, "change agent" (organizational development) skills, and creative problem-solving skills. Another basic concept vital to leadership functioning relates to communication in its various forms--daily conversation, delivering information (public speaking), discussion, dramatics, debate, writing, and, above all, listening. Advanced levels of these skills can be incorporated into the elementary or secondary school language arts program or may serve as a continuing thread in advanced learning centers.

A flexible prototype of the resource center is Project GLAD (Gifted Leaders Are Developed) in Richardson, Texas. Designed for students in grades nine through twelve, the prototype varies in format for each school district. All students participate an average of twelve hours each month through a combination of special classes, field lessons, mentor system, topical literature, college lectures, and independent research projects.

Seminar contacts and other short-term leadership programs may serve as a precursor to internships or mentorships. In the mentorship the relationship often is more one-on-one. The mentor and the student arrange a time and place for meetings, but this usually does not call for much time away from the regular classes. The experience often includes a "shadowing" in which the student observes the leader (mentor) on the job.

Project LEAP (Oklahoma City) calls attention to teaching techniques for a Leadership Educational Apprenticeship Program. To prepare for becoming apprentices, students are involved in small-group techniques, buzz groups, brainstorming, sociometry, role-playing and evaluation. One interesting component of this program is a unit on "The Psychology of Leadership."

The internship, with the student taking an empirical role, may range from an after-school or weekend assignment to a half-day through the year to a full semester (as in Dade County, Florida). In the latter arrangement students may be able to schedule early morning or evening classes to keep in contact with the general education component of their program. It is desirable to convene the interns for an evaluation session on campus for one period each week to discuss matters of mutual concern, to receive progress reports, and to present further topics in the leadership training program.

Regional Opportunities for leadership experience is a plan utilized in Morris County, NJ, wherein eleventh and twelfth graders are selected to take a semester's sabbatical from regular studies. The students serve as interns to key decision-makers in government, private and non-profit agencies, community organizations, educational and cultural institutions, and mass communications. The interns receive one semester's course credit for their supervised experience. An important goal is to develop a realistic understanding of one's abilities and interests and, as a result, develop a positive self-image.

Internships may also be arranged through private organizations. In communities where minorities comprise a large segment of the population, minority students have an interest in becoming leaders. Thus, efforts like "Inroads" seek to prepare minority students for leadership positions at both the corporate and community levels. This national organization, with headquarters in Barrington, Illinois, seeks to recruit outstanding college-bound and college students for a career development program of intensive coaching and internships with local corporations.

Regular classes may be established which emphasize exploring and developing desired leadership skills. In some cases this is considered an offering in the social science or language arts program and can be counted as such in the student's program of studies. Other administrators see this as an elective, and able students may carry this as an extra class.

Assuming that middle school learners had little or no knowledge, belief, or skills about leadership, the Southwestern Middle School (Lakewood, NY) established a special English class for their gifted students. Based upon the Bloom and Krathwohl (1964) taxonomies with the use of the Williams (1969) and Renzulli (1977) models, this innovative English class showed how a differentiated program could be developed for gifted students interested in leadership. (See reference, Ch. V.)

Teacher Workshops/Seminars should be considered in the overall administration pattern, particularly if leadership training is to occur in the regular classroom. Surveys have shown that teachers need to acquire knowledge of leadership techniques in order to guide their gifted students in the development of leadership potential. Before- and after-school workshops used to orient teachers to new programs, materials and techniques may double as opportunities for selected students to learn about leadership without interfering with their regular school classes and activities.

There are several options for leadership development outside of the school day. Co-curricular activities involve students chosen or elected to head up various organizations. In a sense these students are "leaders." Foremost among these groups is the student council which some schools use as a forum for leadership training. The assumption is that, although the council members are chosen leaders, they can profit from a systematic program of teaching leadership techniques and responsibilities.

One school uses simulation techniques to set up a miniature society to operate after school. Members of the Leadership Corps thus have an opportunity to study the many groups and organizations in a society and to define the leadership roles of each. Since many gifted students are future-minded, they study the society in the present and then project how it should be modified for the 21st century.

Service projects may evolve from a number of sources. They may develop as extensions of regular classes, be a required activity of a leadership seminar, or be set up as a club in the co-curricular offerings. One approach is for students to become familiar with communities and their needs, while also learning about corporate leaders.

Summer programs are increasingly popular with universities although school districts, too, are seeing the summer experience as another way to develop leadership potential. The University of Southern Mississippi is focusing its five-day summer program for adolescents in grades seven through twelve on an intensive study of leadership skills. These "fundamentals of Leadership" include oral and written communications, group dynamics, problem-solving, values clarification, planning and personal skills.

The Outward Bound concept, also a leadership development program outside the regular school structure, provides an excellent opportunity for young people to live through the trauma of group decision-making, to see different leaders emerge in different situations, to come to grips with self-assessment, and to appreciate the worth of others.

A Consortium Approach illustrates how several local school districts may operate under the umbrella of an area agency, e.g., Educational Improvement Center--South (NJ) which set up Project Odyssey. Five local school districts examined factors that caused students to be disadvantaged in leadership--including economic, ethnic, sex and emotional barriers. The educational settings included English and history classes, a leadership seminar, gifted/talented pullout programs, and community internships.

Summary

What are some organizational options? This chapter calls attention to approximately twenty approaches. These are not theoretical possibilities; they are, instead, programmatic directions drawn from actual practices. Both elementary and secondary school options have been noted. Which will you try? What other options will you create?

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CHAPTER VIII

WHAT ARE SOME IMPORTANT ROLES FOR KEY PERSONNEL?

Martha Christian and Albert I. Oliver

Administrator's Role Differentiated

In leadership programs, how is an administrator's role differentiated from a traditional job description?

Traditionally, an administrator establishes and fosters a climate conducive to the effective functioning of a school. Serving as a facilitator, in the strictest interpretation, the administrator of a leadership development program must customize his or her job to meet the needs of those whom he or she assists toward the achievement of goals. In the case of the leadership program, the administrator must be attuned to the individual needs of a specifically identified group of students, must share in the decision-making involved in any new venture, must select and provide support to teachers taking on the different educational role called for in leadership programs, must mediate between program personnel and the rest of the staff, and must enlist the involvement and experiences of the community.

In addition, as a byproduct of the administrator's performance, the characteristics possessed and displayed may qualify him or her as a mentor for a leadership program. Intelligence, specialized knowledge about leadership, unrelenting initiative, enthusiasm, energy, confidence--those and related qualities, tempered with creativity, might be evidenced to a greater degree than in the traditional administrative role.

Functions to Be Expected

Customarily, administrative roles are delineated as manager, educator, and human being. A competent administrator possesses technical, human and conceptual skills, all of which must be brought to bear on a leadership program. In the initial phase of establishing a leadership program, the administrator's leadership theory, training and development expertise can be invaluable. The administrator's commitment to a philosophical base and ability to conceptualize the contribution of a leadership program can keep the program an integral part of the total curriculum and prevent it from existing in isolation from the school. By analyzing the relationships between the leadership program and the context of the total curriculum, the administrator will be able to clarify issues arising from and about the program. The effective administrator must reflect upon the unique concerns of the leadership program as it affects, and in turn, is affected by the larger structure.

The administrator can also play a vital role in setting up the mechanics of a leadership program. Knowledge and awareness of current policies, laws, services, attitudes and trends at the local, state, regional and

national levels will be valuable in establishing a framework for an individual leadership program. The administrator's judgments about program options must be coupled with a willingness to accept and adapt to the processes of learning required in leadership programs.

These processes involved in a leadership program will be different from traditional approaches; hence, the administrator's skills will reflect an understanding and tolerance of even the most maverick designs. Further, it can be expected that a capable administrator will exercise those skills necessary to orient the entire staff to the differences a leadership program will manifest in the school. The administrator will need the cooperation of others to make the leadership program survive and flourish. An administrator's technical skills will provide a foundation for his or her human skills.

Another initial function an administrator might perform is selecting a teacher for the leadership program. A sensitive administrator will instinctively secure a candidate with the most promise of adapting to the different kind of role required to facilitate a leadership program (see teacher role section of this chapter). Once the teacher is selected, the administrator will extend this same sensitivity to the teacher's program planning. The administrator may function as a guide; however, the teacher will be in charge of the program's operation.

The administrator's human interaction skills will help enlist the cooperation of other staff members. In some cases, maintaining the cooperation of colleagues and the community is a difficult task in an innovative program. An administrator who is adept at human relations skills will make this a less intense, less potentially antagonistic situation.

Empathy for the rigorous demands placed upon the teacher of a leadership program is a primary characteristic expected in an administrator. Burnout is a reality in any gifted program and must be dealt with as a certainty in a leadership program. A perceptive administrator can delay or dispel imminent burnout. Recognizing the time needed to plan and implement a leadership program and compensating with fewer and/or different teaching assignments or preparations can ease the teacher's work load. The administrator's human skills will help alleviate stress for those involved with the leadership program.

The administrator must be able to shift from a normal role of interpreter to that of innovator. Novel ways to include parents and to gain public support must be sought. The administrator must establish the leadership program as such a vital part of the curriculum that it becomes a source of pride for the community, while still remaining a part of the total school program. Every administrator seeks community participation. To accomplish specific goals in the leadership program, the administrator will need to provide for projects and utilization of available facilities and resources and will need to enlist the involvement and experiences of the community--namely, those in positions to serve as mentors and/or role models. Those identified as having demonstrated leadership qualities and expertise in their personal and professional lives may serve as

invaluable resources, but this comes about only through careful coordination and communication with these community persons.

Thus, the role of an administrator evolves from the focus and priority assigned to the leadership program. A traditional job description assumes flexibility in the role of the administrator as he or she perceives a need for alterations. Differences emerge when the administrator must provide an opportunity for superior students to excel, as well as a challenge to stretch their potential. As the "leader" of a leadership program, the administrator must exercise conceptual, technical and human skills in such a way as to serve as a role model for the program being instituted.

Parent Role

Forms in the chapters on identification and evaluation indicate some of the ways in which parents are important partners in the development of leaders. In addition, they may perform the following functions:

1. Serve as resource persons themselves or suggest individuals who have experience and expertise as leaders.
2. Help build a community resource file of persons, agencies, organizations, and materials related to leadership. They may also assist in putting students in touch with these resources.
3. Help as transporters and companions on field trips and other off-campus leadership development experiences.
4. Assist in follow-up studies, especially after the student has left the school.
5. Provide input about their own children for (a) identification, (b) growth, and (c) evaluation in terms of the leadership components.

The Community as a Resource

Numerous references have been made to the important use of community personnel as models of different kinds of leadership in various organizations and situations. Some individuals will allow a student to "shadow" them for a short time. Others may become more involved with a formal school program by accepting a student as an intern for a longer period of time. Small groups of students may rely on community personnel to give a demonstration or presentation on a specific topic, or the community resource may go to the school itself. The community may also be able to share training sessions, materials, and space with students in a leadership program. Don't overlook senior citizens. Usually, they have more time and greater flexibility than the busy executive. Senior citizens also represent a wealth of knowledge on the topics of their particular interest.

A Case Study

The story of the development of the EAGLET Project at Middletown, NY High School, a seminar in leadership, serves as a case study.

EAGLET (Education for the Advancement of the Gift of Leadership through Effectiveness Training) is a federally-funded project designed to consciously nurture the gift of leadership in high school students. Constructive opportunities are created which offer an awareness of leadership responsibilities and a chance to develop the skills to meet these responsibilities. Strategies include: (a) providing for individual self-study with respect to desired leadership skills, (b) developing characteristics and skills of leadership, (c) developing individual skills in problem-solving and creative thinking, (d) developing team skills in problem-solving and creative thinking, and (e) stimulating group action, planning, and implementation which would affect increasingly larger and more important groups.

The following peer nomination form serves not only as an identification procedure but also illustrates objectives grouped under five key classifications:

PEER RECOMMENDATION FORM FOR LEADERSHIP SEMINAR*

You are being asked to help the school identify students who would benefit from a course on leadership. Please respond to each question below. You may draw on the names of any students in grades 9 through 11 whom you know.

Your Name _____ Your Homeroom _____

Creative Thinking

1. Which student comes up with the "wildest" answers to questions or solutions to problems? _____
2. Who is least likely to be afraid to make guesses? _____

Human Relations

3. If you were in trouble, to which student would you choose to talk about it? _____
4. Who is most likely to know everybody by name? _____
5. Who would be most likely to volunteer to help with a party for retarded children? _____
6. Who would be most likely to make an effort to know a new student who comes to class? _____
7. If there were an argument in class, who would be most likely to see both sides? _____

8. Which student is most willing to express his/her thoughts and feelings freely and openly, even if these thoughts and ideas are not always popular with others? _____

Independence

9. Which student performs a task with little or no interaction with other students? _____
10. Which student begins his/her tasks without waiting for others? _____
11. Which student continues a task without conferring with others? _____
12. Which student performs tasks not assigned? _____

Creative Expression

13. If we were to visit a Chinese restaurant, which student would probably ask the waiter the most questions, would read the fortune cookies aloud, would want to try everyone else's food, would order the most unusual dishes, would risk ordering a food without knowing what it is, would suggest that you all tour the kitchen or the neighborhood? _____

Critical Thinking

14. Which student seems to be best able to plan his/her time? _____
15. If you were to be absent for two weeks, whose notes would you want to copy? _____
16. Whom would you choose to lead a debate? _____
17. Whom would you ask for advice concerning a personal problem? _____
18. If the classroom caught fire, whom would you prefer to lead you to safety? _____

*Used with permission.

Near the end of the '77-'78 school year, interested faculty notified the high school principal of their interest in the position of Project EAGLET coordinator. Interviews were held and the coordinator selected according to the criteria identified in the proposal.

Next, a room was selected--a flexible classroom area in close proximity to the school's media center for audio-visual purposes and other activities requiring a large open area.

During the summer of 1978, the coordinator worked with the guidance department to determine the final group of students to participate in Project EAGLET. The coordinator also ordered supplies and other budget items that summer which would assist in designing long- and short-term lesson plans, as well as in providing pre-testing procedures. Community resource persons were contacted by letter to inform them of the status of the project and to solicit their assistance.

Teacher training possibilities were investigated with limited success. An in-depth leadership institute ("Improving Your Managerial Effectiveness" offered by the American Management Association of New York City) was contemplated but postponed until January because of lack of enrollment. The January workshop ultimately provided insight, experiences, materials, and activities appropriate to leadership training of adults in the business field, but these were readily adaptable for the project's purposes as well.

An inservice course was developed for teachers and administrators who were interested in developing leadership in students. Middletown teachers received two inservice credits for attending ten two-hour sessions. The project coordinator presented information on identification of gifted leaders, instructional content, learning processes which included problem-solving, creative thinking, conflict resolution, and interpersonal relations. Theories and styles of leadership, individual and group projects, and evaluation techniques were also included on the inservice agenda.

Student activities to carry out the learning objectives of Project EAGLET included a written and oral report on the autobiography/biography of a famous leader, a self-study comparing one's current skill level with desired leadership skills, and meetings in class or in the field with area leaders. Following is an example* of how students took leadership roles by inviting key persons to meet with their class:

Middletown High School
Middletown, New York 10940
Telephone (914) 343-0631

October 11, 1978

Mr. Raymond F. Boedecker, District Manager
International Business Machines
South Road
Poughkeepsie, New York 12601

Dear Mr. Boedecker:

This year at our school in Middletown, New York, we have initiated a government funded project called EAGLET: Education for the Advancement of the Gift of Leadership through Effectiveness Training. EAGLET involves a selected group of thirty students in a program designed to develop the skill of leadership through classroom work and extracurricular and community activities.

We have chosen you out of many area leaders to come and share your experiences as a leader. We would appreciate your participation in our program. Please inform me of your interest by writing to me at Middletown High School.

Thank you for your consideration.

Sincerely,

/s/Maureen Sweeney
Project EAGLET

/ms

*Used with permission

How was Project EAGLET evaluated? The students videotaped some group activities so they could later analyze their actions in terms of problem-solving, decision-making and conflict resolution. Part of the "final examination" for the leadership course was an actual demonstration of leadership: the students planned projects to "effect change in the school or community." Records, complete with observational data, were kept of the projects initiated, developed and implemented. Some of the problems identified and researched by students of Project EAGLET included the following:

- o Updating the student council constitution and making it more practical
- o Restoring driver education to the high school curriculum
- o Improving student accessibility to the library
- o Installing paved bike trails in Fancher-Davidge Park
- o Attracting big business to the city of Middletown
- o Improving students' attitudes toward school
- o Initiating a debate club

Summary

Curriculum development should be a cooperative venture. To carry out this principle, it is important to delineate the roles of each of the individuals and groups who are to cooperate.

The school's administrator plays a key role in seeing that a leadership program gets off the ground and continues to grow. Beyond his/her usual functions, (s)he needs to study the concept of leadership since, in many ways, (s)he should become a role model.

Selecting and preparing teachers for leadership responsibility is critical. Some questions are suggested for teachers to ask of themselves about their own awareness and readiness.

Beyond the school building itself there are various supporting roles for parents, for senior citizens, and for individuals and groups representing many facets of the community.

The application of the curriculum principle of cooperation is vital to the success of an effective leadership program.

CHAPTER IX

HOW MAY A LEADERSHIP PROGRAM BE EVALUATED?

Kathleen Wills

Two types of evaluation may be used to assess a leadership program: evaluation of the students and evaluation of the program. Goals are set for each student, and progress toward those goals are the subject of student evaluation. Those results are considered on an individual-student basis.

While student progress is nearly always examined, the second form of evaluation, program evaluation, is less frequently attempted. In program evaluation, the focus is the program as a whole, including evaluation of student progress, but program evaluation seldom examines the results of individual students. Instead, those results are aggregated to produce a larger picture of student progress. Program evaluation can also focus on any other area of the program from the training of teachers to the selection process to the availability of resources.

Student Evaluation

The evaluation of students begins with the goals set for them. If, for example, students are expected to know the definitions of task and maintenance roles in groups, a written test may be the most efficient assessment strategy. If the goal is for students to be able to perform a variety of group roles, students may be asked to participate in a group activity. While the activity is in progress, the teacher or a trained student can observe and record on an observation matrix the roles performed by each student. (For a sample matrix, see Johnson and Johnson, 1975, p. 333.)

Logs can also be used to evaluate student progress. One expected outcome may be that students will volunteer for more leadership roles in settings outside the leadership class. Students can keep a log to document when they do so. The log can be evaluated after a given period of time by the teacher or the student or both. Perhaps the number of occurrences has increased or a student has assumed a greater amount of responsibility than at the outset of program participation.

Goal Attainment Scales (Howe & Fitzgerald, 1977) are useful in many goal areas including leadership. Students use them to determine their own goals, to set standards to use in judging their progress, and to assess their own performance.

Program Evaluation

The area of program evaluation is less familiar than student evaluation to most teachers, so it will be discussed in more detail. To begin, a

program is more than the curriculum goals, and any thorough evaluation will examine more than the attainment of those goals. The areas evaluated reflect the purpose for the evaluation. Evaluation may be conducted to judge effectiveness of a set of activities, to justify the expenditure of funds, to determine where a program needs improvement, to compare two programs, or to document what is occurring.

A current point of view among program evaluators is that evaluation should be, perhaps above all else, useful (Alkin, Daillak, & White, 1979; Patton, 1978, 1980; Joint Committee on Standards for Educational Evaluation, 1981; Renzulli, 1975). Evaluation must be responsive to the needs and constraints of the program (Patton, 1982). A standard set of directives or a "recipe" approach to program evaluation is inappropriate because it erodes the usefulness of an evaluation. Some examples of forms and methods for evaluating leadership programs are found at the end of this chapter. The following information should be used to adapt those forms to meet whatever requirements a program may have or to design new ones.

Preliminary Planning. Too often evaluations are initiated at the last moment. Ideally, however, evaluation should be systematically secured early in the program. It should be designed around a specific set of questions, data collection should be ongoing, and information should be useful on a day-to-day basis. One of the best ways to achieve those goals is to make evaluation a permanent component of the program. If, on the other hand, evaluation is undertaken for a specific but limited period of time, the evaluation should be designed as early as possible so that there is adequate time to plan.

Since evaluations tend to involve many steps, many decisions, and much information, someone must be responsible for them. That may be an individual evaluator or a team of teachers, administrators, students, or others. Teachers can be a valuable addition to any evaluation team. Some information needed to conduct the evaluation will be available only from teachers. Thus, the teachers' commitment to the evaluation is essential. If they are involved at each step, the final results are likely to be more valid, complete, and useful than without their support.

Depending on the purpose of the evaluation, a variety of audiences may need to be considered in designing the process. An audience is any group of persons who will or should receive the results of the evaluation. In some cases, the staff may be the only audience. Other audiences to consider include parents, the school board, funding agencies, the community at large, other professionals, and even the students themselves. Audiences should be identified at the onset and their information needs considered, both the topics of special interest to them and the type of information they will need to answer their questions.

Evaluations can serve two major roles: formative and summative. While some of the activities of formative and summative evaluation may be the same, they differ in the use that is made of information. Formative evaluation is undertaken to gather information to be used in improving a program; summative evaluation is used to determine the value of a program.

The program description. Evaluators of a "program" must agree on what that particular program is. Options presented for leadership training programs vary from one-day experiences to a sequential K-12 curriculum, and within each of those options is room for endless variation. Thus, it is important to determine what the program is that is being evaluated. In one evaluation model, that process is referred to as setting the standard (Yavorsky, 1984).

The program standard should include descriptions of (a) the inputs or resources to be used (teachers, facilities, materials, funding), (b) the activities or processes that will occur in the program, and (c) the anticipated outcomes. The program description will probably include how students are identified, which training activities are provided and program management techniques. This standard should be agreed upon by all staff members. Reaching consensus may be a time-consuming process, but since this standard will be the focus for all evaluation activities, it is advisable to insure that everyone agrees. Besides, the process of reaching consensus can be an excellent training vehicle for teachers of the leadership program. It can be used to examine group processes firsthand and to familiarize everyone with the program. Programs are subject to change, so the staff should be prepared to revise the standard accordingly.

Designing the evaluation. Once the staff members have described the program, the evaluation can begin. With the standard in mind, evaluators can begin generating possible questions. Just as most evaluations tend to be summative, so do many of them typically focus on outcomes and goals. It is advisable to examine the inputs and processes, also, to discover whether they match the specifications in the program standards. If a set of curriculum materials is required, are they available? Are they being used? Is teacher in-service occurring as described in the program standard? Are identification procedures followed as described? Are the students entering the program the ones for whom it was designed? These are examples of questions that ought to be answered before focusing on outcomes, such as student growth. If the program is not operating according to the plan, one would have to question the validity of the results of an evaluation of program outcomes.

Questions should be asked about all aspects of the program as described in the standard--questions about inputs, processes, and outcomes; questions of concern to staff; and questions for the benefit of external audiences. Obviously it is easy to generate more questions than there are resources to answer them. After developing a list of possible questions, the evaluation team should select those questions most important to the program according to some set of relevant criteria.

Strategies for collecting information. Answering the questions about inputs and processes can be a simple monitoring system. Checklists, written according to the established standards, can reveal whether the program is being implemented as intended. If it is, the evaluation can move toward assessing outcomes. If it is not, however, modifications need to be made. Either the program should be changed to fit the standard or the standard should be modified to reflect the actual program. Once that is done, the evaluation is ready to focus on outcomes.

The process of collecting information to answer questions about student growth toward curriculum goals is the most difficult part of any evaluation, particularly in evaluating programs for gifted students. One source of difficulty is the vague language of goals typically identified for gifted programs. Attempts to make program goals more specific and measurable can lead to trivializing them. Statistical problems arise when trying to measure growth of gifted students on standardized tests, including the phenomenon of regression toward the mean (Callahan, 1983). Another difficulty in evaluation of programs for the gifted is that goals and curriculum are often individualized, making it invalid to assess all students on the same goals. The lack of tests or other instruments which measure the outcomes or programs for the gifted is a problem associated with the evaluation of such programs.

Clearly, program evaluation is not the same as student evaluation. Attempts can be made, however, to use individual student evaluations in the program evaluation. If, for example, students use the Goal Attainment Scales (Howe & Fitzgerald, 1977), the end-of-the-year ratings can be combined as an assessment of overall growth. There are some problems with combining evaluations of different goals into one analysis, but this is one method for dealing with individualized goals. The results will illustrate what percent of students met their goals and should be accompanied by some description of various goals.

Rather than viewing the aforementioned problems as insurmountable, an evaluation team ought to acknowledge them and do what they can to overcome those limitations and provide the best possible information. One step toward that end would be to consider all types of information as possible sources of data. In addition to test results and other "hard" statistical data, there are qualitative data including detailed descriptions, direct quotations from people, and quotes from existing documents (Patton, 1980). So although an achievement test or an attitude rating scale may be the "best" information to answer a particular question, qualitative data, such as descriptive case studies or observations from credible outside authorities, may be more appropriate for other questions. A very thorough evaluation of gifted programs in Illinois used interviews, questionnaires, observation, and document analysis to build case studies of various sites (House, 1971).

The point at which data collection strategies are selected is an ideal time to use creative problem-solving techniques. Any data collection strategy consists of three parts as follows:

1. Object of measurement: that thing, trait, object being measured (e.g., leadership behavior, prior training of teachers, attitudes of parents).
2. Respondent: the person who provides the information (e.g., student, teacher, observer, evaluator, parent).
3. Method: technique used to collect information (e.g., achievement test, attitude rating scale, checklist, questionnaire, interview, observation, document analysis).

The object of measurement is a fixed component. Once it is identified for a specific question, it probably will not change unless the question itself changes. The other two components, however, are often quite flexible.

For example, an evaluation question might ask, "Has the level of students' participation as leaders in school increased?" The object of measurement would be student participation as leaders. By manipulating and combining possible respondents and methods, some strategies might include:

- o Giving students a questionnaire asking them what leadership roles they held before the program and those they hold now;
- o Having the evaluator observe student club meetings;
- o Having teachers keep logs of classroom activities, including documentation of leadership by students;
- o Interviewing parents about their perceptions of their child's leadership behavior; and
- o Analyzing records of school organizations to determine officers and committee members.

As with all brainstorming, one should not worry at this point about whether ideas are good or feasible. The trait being measured, however, must be defined adequately. In this case, does "leadership" include classroom behaviors such as volunteering to organize a study group, or does it refer only to holding official leadership positions such as being president of the student government? This brainstorming may help to crystalize definitions, but it is essential to specify the exact object of measurement before selecting the data collection strategy to be used.

Thinking of data collection as consisting of three components is one suggestion to assist in securing valid, useful information. Any other technique that would help in that endeavor should be explored as well.

After generating a list of possible strategies for answering evaluation questions, the team should apply some criteria to that list to select the strategies to be used. Two criteria emphasized throughout this chapter have been validity and usefulness of results. One is a measurement concern; the other, practical. Additional practical criteria would probably include the amount of time required to collect and analyze information and the costs involved.

Conclusion

Program evaluation should be a useful, productive undertaking. To that end, program staffs and evaluation teams should be allowed adequate time to plan and carry out the evaluation. Especially when undertaken as a creative endeavor, the evaluation can show whether a program is operating as planned, whether goals are being reached, which areas are strong and which are weak. Evaluation can assist in decision-making about programs in order to provide as many high-quality programs as possible, all of which will combine to provide students with an appropriate, challenging education.

Sample Student and Program

Evaluation Methods

With the evaluation principles in mind, you may ask, "Are there some examples from the field which might help me in my evaluation plans?" Following are some ideas which relate to various aspects.

From Chapter II you developed a plan for identifying potential leaders. How well did the instruments and the process identify students appropriately? Thus, identification is one type of formative evaluation in that it is data-gathering. Also, you should check to see if plans were followed. For next time, what modifications should be made?

Look again at the anticipated outcomes (Chapter III on Goals). To what extent have they been realized? Were some overlooked? What evidence is there that others were achieved? In light of your experience, are there any changes for the future?

- o Dade County's (Florida) Executive Intern program uses the following set of questions both before and after the experience to appraise each student's knowledge and understanding about leadership:
 1. Define the term "leadership."
 2. Leaders are born to be leaders. Agree or disagree? Explain.
 3. Identify 10 characteristics of an effective leader and rank them in order of importance.
 4. Identify and describe at least three styles of leadership.
 5. What is theory? Of what use is theory in organizations?
 6. Identify and describe two theories of organization.
 7. List the steps involved in the decision-making process.
- o The Expand Program* of Monroe-Woodbury Senior High School in Central Valley, New York, uses the following student self-evaluation questions:
 1. Did you meet the objective that you set for yourself on your management plan? If yes, explain to what extent. If no, explain why.
 2. What was/were the most significant thing(s) that you learned about your project through the program?
 3. If you could relive this year, what one thing would you do differently with regard to the program? Please explain.

*Used with permission.

- o Middletown, NY High School developed EAGLET* (Education for Advancement of the Gift of Learning through Effectiveness Training). Part of their evaluation plan included record-keeping. Information concerning student progress was kept in individual student folders where students recorded their reactions to individual activities and examined their progress. Folders were always available from classroom bookshelves. In addition, the teacher maintained anecdotal records on each student's activities and development. Observations from resource people were included as well as test scores, out-of-class leadership activities, and teacher observations concerning in-class activities. Finally, videotapes provided a unique opportunity to observe development.
- o The following forms could be administered at the beginning and again at the end of a program. Improvement in individual performance could be used for student evaluation, and combining the results for all students could serve as a portion of program evaluation.

*Used with permission.

For each item below, please place a check () in the column which best describes how strongly you feel the item applies to your child.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Adjusts quickly to new situations.					
Is often chosen or sought out by other children as a playmate.					
Seems to enjoy being around other people; is sociable and prefers not to be alone.					
Tends to direct activities in which s/he is involved.					
Interacts easily with other children and adults.					
Comes up with ideas for activities and solutions to problems.					
Starts or initiates activities with friends and playmates.					
Shows an awareness of the needs of others.					
Assumes responsibility beyond what is expected for his/her age.					
Other children often come to him or her for help.					
Total III (for teachers' use only)					

Note: The above items are from a Questionnaire to Parents and are those items related to Leadership.

WHAT KIND OF CHILD IS HE BECOMING?

Name of Child: _____ Evaluator: _____

1. What evidence can you cite to indicate the extent to which he became more involved in his learning experiences?
2. What evidence can you cite to show that his innate sense of wonder and curiosity was aroused?
3. What evidence can you recall concerning his desire to investigate and find out about the world that surrounds him?
4. What evidence can you cite concerning his ability to stay at a task? Did he show improvement in his ability to concentrate? Did he become more committed to the learning process?
5. What evidence can you cite concerning his ability to cope with failure and to start over, if necessary, to achieve a desired goal?
6. What evidence can you cite to indicate that he became more sensitive and humane in his response to people, to situations, to the environment?
7. What evidence can you cite to indicate that he developed a more positive attitude about learning?
8. What evidence can you cite that he is beginning to consider a greater variety of alternative solutions to problems?
9. List what you consider his five most important creative positives (These may be creative positives from my list or some additional ones that you have observed).

EXITING

Throughout the project year, project staff, local participating staff, and local Student Selection Committee will follow the process when necessary for exiting a student from the program as evidenced by bi-annual review committee agendas and lists of students recommended if applicable.

Completion
Date

- | | | |
|-------|----|---|
| _____ | 1. | Meet twice during the project year to review student progress and program development. |
| _____ | 2. | Alterations in program and recommendations for students exiting program will be discussed at this time. |
| _____ | 3. | Examine and discuss: |
| | o | Teacher recommendations to program administrator based on observation of student behavior, performance, physical changes, and products. |
| | o | Counselor recommendations to program administrator based on interviews and observations. |
| | o | Parental requests for withdrawal from program. |
| | o | Student requests for withdrawal from the program with parental permission. |
| | o | Personal or social stresses which prevent self-satisfying student performance. |

PROJECT GLAD (Gifted Leaders Are Developed)

Region 10 - Education Service Center
Richardson, Texas

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